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EFL TEACHERS' REFLECTION IN TEACHING ENGLISH TO EFL STUDENTS OF RURAL AREAS

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Abstract
Theoretical and empirical grounds suggest that the discussions on the practices of teaching English in rural area are limited in numbers. Ergo the voices, challenges, and recommendations echoed by EFL teachers of rural areas remain unexplored. This study is thus to shed light on the voices, challenges, and recommendations of EFL rural teachers in teaching EFL to students of rural areas. This study used qualitative research method with multiple case study design. The participants were two EFL service teachers teaching English in Pegunungan Bintang in Papua and Talaud Island in North Sulawesi, Indonesia. The data collection techniques were teaching reflection writing journal and phone and WhatsApp call semi-structured interview. This study extended our knowledge that teacher-centered learning was not always perceived to be a left-behind and invaluable teaching approach. This study revealed that teacher-centered learning, which the teachers became the sources of knowledge, was an appropriate teaching approach to teach English to students of rural areas. Moreover, this study found that lack of facilities and learning recourses as well as students' low motivation and proficiency in English language were main challenges faced by EFL teachers in rural areas. Therefore,shared-recommendations were given by the participants to English teacher candidates taking career to be English teachers in rural areas. First, English teacher candidates should have or build strong and good characters. Meaning, they have to be discipline, creative, innovative, patient, firm and adaptable. These characters are non-negotiable for other English teacher candidates teaching English in any region as well. Second, English teacher candidates should take into account students' competency and social condition of learning to make students succeed in target language. Third, they had better use teacher talk and caretaker speech to explain English teaching materials or topics to the students.

Keywords: English language teaching, rural region, teaching reflection, reflective journal, EFL teachers

INTRODUCTION

Teachers as one of organic elements in formal and informal education ecosystem play a prominent role in disclosing practical problems of teaching in the field. Their voices and thoughts must therefore be listened as for the amelioration of teaching and learning endeavors. This great importance of teachers in education enterprises, conversely, is not compensated by numbers of empirical studies scrutinizes teachers' voices or thoughts, especially in rural teachers. Ergo vital information about the problems and challenges faced by teachers of rural regions are found to go unnoticed induces few improvements in rural education including the realm of English Language Teaching (ELT).

Substantial body of studies particularly related to EFL rural teachers' reflection in teaching are limited in numbers. Most of studies only concerns on topics such as the relation between teaching reflection and gender, teachers' efficacy and autonomy, and teaching experiences and the effectiveness of teaching reflection for teacher professional development (*see* Afshar & Farahani , 2015); Afsar & Farahani, 2015; Noormohammadi, 2014; and Qing, 2009). Thus, there has been paucity of scientific knowledge on the hopes or voices, recommendations, or challenges

of EFL rural teachers teaching English to students of rural regions. This study therefore utilized teaching reflection framework to disclose the thoughts or actions of EFL rural teachers as of teaching reflection *per se* has an essential fuction to unveil thoughts or actions of teachers in teaching practices (Afsar & Farahani, 2015). As a result, recommendations, challenges, and voices of ELT rural teachers in teaching English are easily identified and revealed.

In a nutshell, the overarching goal of study is to shed light EFL rural teachers' reflection on their practices of teaching English to students of rural regions. It is expected that this study can portray real conditions and voices of EFL rural teachers regarding of their teaching English to students of rural areas for the benefits of broader cases of rural areas English language teaching in other regions in the world.

LITERATURE REVIEW

Teaching Reflection in ELT

Teaching reflection or reflective teaching is becoming a pivotal feature in professional development of teachers including EFL/ESL teachers [2]. In EFL/ESL contexts, teaching reflection gives avenues for the EFL/ESL teachers to self-reflect or even evaluate their English teaching practices as for the improvements of their learners and learning ecosystem and their quality of teaching. Likewise, teachers of EFL or ESL will gain benefits from the application of reflective teaching, that is, they understand the whole trajectories of their English teaching process. In other words, they learn from teaching experiences so that they can produce appropriate changes in methodology, assessment, and instruction (Pacheco, 2005and Cimer, Cimer, & Velki, 2013). Moreover, teaching reflection not only a mean of understanding the classroom practice but also detecting the critical impacts of social contexts on English learning and teaching (Orvola, 2009).

The implementation of teaching reflection itself is not merely focused on the service teachers. It can also be applied in pre-service teachers (Pacheco, 2005). Thus, the chronicle of reflective thinking culture, as inferred, must actually be started since becoming a student in English education department in the university. They, pre-service English teachers, will have basic critical thinking to evaluate and make improvements in their learning of teaching for the benefits of teaching practice in the actual classroom in future. Besides, regards to the procedures conducting teaching reflection, a substantial study suggests seven ways to implement teaching reflection in EFL contexts. Those ways include peer observation, written accounts of experiences, self-reports, teachers' diary or journal, recording lesson, reflective inquiry groups, and collaborative action research (Qing, 2009).

Teaching English as a Foreign Language in Rural Areas

Teaching English as a foreign language in rural areas or regions has lately received great importance especially in developing countries. The demand of English as an international language makes EFL countries take more attentions in providing continuous improvements in ELT practices in rural regions. However, the problems of rural regions in general including the case of ELT have found stay still such as lack of supplementary teaching materials and facilities, lack of teachers, low quality of teachers, very limited or even no access of technology for learning, and many more (A'ling, 2015; Rosliana, W, Lutfie, Hidayah, & Aziza (2015); and Taneri & Engin-Demir, 2011). Unfortunately, these problems can lead to unfavorable attitudes of EFL rural learners in learning English language and lack of language inputs and exposures.

The teaching of English in rural areas itself is supposed to have special treatments in terms of teaching methodology, strategy and approach, learning materials, and speed of learning. This is due to the acquisition poor

environment caused by lack of professional teachers and teaching materials (A'ling, 2015; Rosliana, et al, 2015; and Taneri & Engin-Demir, 2011). In addition, the special treatments by teachers are also given to the students in terms of motivation and availability of teachers to be the center of learning in and outside school. This is due to unsupportive environment from rural students' respective parents and situations of learning in students' home. It is reported in a study that one of basic problems faced by rural students is unsupportive attitude of parents by which affect immensely the English learning process of students (Tariq, A. R., Bilal, H. A., Sandhu, M. A., Igbal, A., & Hayat, U, 2013). It is further stated in the study that 80% of rural students urge their home atmosphere is neither peaceful nor helpful for learning. In a nutshell, a special treatment of teaching and learning must be administrated to students of rural regions (Tariq et al, 2013).

Previous Related Studies

The studies on teaching reflection in ELT has found great in numbers. The following are three current previous related studies on teaching reflection which focused on EFL teachers' teaching reflection. The first study used a quantitative research to investigate the relationship between reflective teaching and thinking of 233 EFL Iranian teachers based on genders and teaching experiences (Afshar & Farahani, 2015). To some extents the results of this first study showed that male and female EFL teachers are different in terms of teaching reflection and reflective thinking. This was showed by an Independent t-test. Moreover, teaching experiences of teachers were found can differentiate the reflective teaching among them. This was showed by ANOVA and Post-hoc analysis.

The two second study scrutinized a relationship between teacher reflection, efficacy, and autonomy and teacher reflective inventory. The participants were 172 EFL Iranian teachers. The method used was quantitative using a questionnaire survey. The results showed that there was a positive relation between teacher reflective inventory and teacher reflective practice, efficacy, and autonomy (Noormohammadi, 2014). The last study scrutinized a correlation research regards to personality type and teaching reflection was become the focus. It employed a quantitative correlation analysis with BFPT and TRC inventories reliability reports. The results showed that there was a significant correlation between personality types: extraversion, agreeableness, conscientiousness, neuroticism, and openness and teaching reflection areas: practical, cognitive, learner and moral. However, there was a finding which reported that personality type went against metacognitive teaching reflection area (Safarie & Tarlani-aliabadi, 2014).

Research Questions

From the above rationales of literary reviews on teaching reflection in ELT and teaching English as a Foreign Language in rural areas followed by previous related studies on teaching reflection in ELT, the research found that a study on teaching reflection or reflective teaching related to EFL rural teachers using a qualitative method has not yet been taking shape. The present study therefore addresses three folds research questions as follows:

1. How are the reflections of EFL teachers in teaching English as a foreign language to students of rural regions?
2. What are the kinds of challenges faced by the teachers when teaching English as a foreign language to students of rural regions?
3. What are the recommendations given by the teachersto English teacher candidates regarding the teaching of English as a foreign language to students of rural regions?

METHODOLOGY

This study employed qualitative method with a multiple case study design. The researcher shed important issue on English

Language Teaching (ELT) practices in rural regions of Indonesia called as 3T regions (forefront, outermost, and lesser-developed regions). The design of a multiple case study was used as a catalyst to delve into English teaching practices in rural regions by comparing the practices to get the similarity and differences. In a nutshell, this design was an avenue to obtain a vivid and rich information and better understanding of realpractices in real situations of ELT in rural regions (Cohen, Manion, & Morrison, 2007 and Hood, 2009).

Participants

This study was conducted in a four week long. The participants were two experienced Indonesian EFL volunteer teachers teaching. One was male EFL teachers teaching English to junior high school students in Talaud island of Indonesia. The other one was female EFL teachers teaching English to elementary students in Pegunungan Bintang, Papua Island of Indonesia. Two criteria determined their choice; first, when contacted before the study, they stated that they had pivotal experiences in teaching English in their class worth to propagate to other EFL teachers or EFL teacher candidates; and second, they were interested in contributing to this study. To increase our understanding on the participants, this study presents the following descriptions of the participants and their location of teaching.

Table 1:Participant in this study

Pseudonyms	Sex	Age (range)	Highest academic qualification	School region	Location of School
Rangga	Male	26-35	B.Ed in TEFL	Forefront and outermost region of Indonesia	Talaud island in North Sulawesi
Ana	Female	26-35	B.Ed in TEFL	Lesser-developed region of Indonesia	Pegunungan Bintang in Papua Province

Data Collection

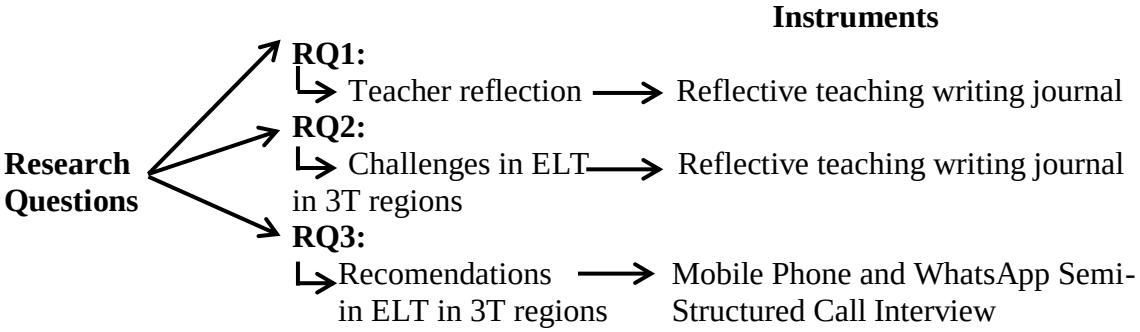

Figure 1: *Data collection instruments for answering research question*

Reflective Teaching Writing Journal

Numbers of empirical studies show that reflective writing journal is avenues to disclose teachers' thoughts and awareness of their learning and thinking aimed to overcome positive or negative situations in teaching learning activities (Cengiz, Karatas, & Yadigaroglu, 2014 and Mansor, 2011).

Likewise, it is stated that reflective writing journal give benefits for language teachers to understand themselves, their learners, and the process of teaching learning itself (Qing, 2009). Thus, this study used reflective writing journal as a data collection instrument to reveal EFL teachers experiences and challenges in teaching English in Talaud and Papua.

The reflective writing journal used *per se* was made by participants. The participants could use either Bahasa Indonesia or English to write or type the journal. The participants were given time for 3 days to write or type about their reflections in teaching English to students of rural regions. The participants were informed to elaborate some key points suchas experiences, lesson learned, and challenges they have been faced or obtained since they teach English to students of rural regions.

Semi-structured Interview

Semi-structured interview (SSI) was used to get verbal commentaries of EFL rural teachers on their recommendations of teaching English to students of rural. Moreover, participants' personal background information and thinking about the qualities of EFL teachers of rural regions were also asked in this semi-structured interview. Therefore, there were four questions administrated to the participants as follows: *First think first, could you tell me briefly about your personal background at least includes name, age, and academic qualifications? (2) Could you tell me how do you feel to teach English as a Foreign Language to remote students in 3T Regions? (3) As you are currently EFL volunteer teachers in 3T regions, in your opinions, what are actually the qualities of English teachers in 3T regions?(4) Regarding teachers are one of critical elements in Education, based on your experiences as volunteer teachers teaching English in 3T regions, what are your recommendations for Indonesian EFL pre-service teachers who intend to teach English to remote students?*

The use of semi structured interview *per se* is beneficial to identify and transmit the thoughts and perceptions of interviewees, of whom in this case the SM3T EFL volunteer teachers (Aleandri & Russo, 2015) and (Celebioglu & Ezentas, 2011). Furthermore, the semi-structured was conducted in two modes. The first one was mobile phone semi-structured interview. This mobile phone interview was administrated to participant Ana. It was lasted in about 9 minutes and recorded by *anautomatic call recorder application* installed in the phone. During phone interview to participant Ana, the researcher also took notes. The second one was WhatsApp semi-structured interview. The researcher used a free call feature of WhatsApp android application to do an interview to participant Rangga. It was lasted in about 10 minutes and it was recorded and taken notes.

Data Analysis

This study used four steps data analysis procedures on sequence of a case study research (Creswell, 1998). The first one was the researcher categorized the data got from reflective writing journal and semi-structured interview into three categories: reflections; challenges, and recommendations of teaching English to students of rural regions. The second one was the researcher interpreted the data carefully supported by the researcher's research diary and notes written during collecting the data. The third step was the researcher compared the data of participant Rangga and Ana to find out the differences and similarity in those three areas: reflections; challenges, and recommendations. The last one was the researcher developed naturalistic generalization toward the analysis whether the results of analysis on the cases are able to be implemented in specific or general condition.

Trustworthiness

This qualitative study used Lincoln and Guba's (1985:290) forms of credibility, transferability, dependability and

conformability to provide internal and external validity, objectivity, and reliability (Richards, 2003). The credibility or internal validity of this study was achieved by triangulation method by using various data collection technique and instruments: reflective journal writing and phone and WhatsApp semi-structured interview. Moreover, the researcher utilized participant validation; the participants checked and signed the transcripts of semi-structured interview. Furthermore, the researcher gave negotiated rights to participants to veto if there were disagreements on the interpretations of the data (Cohen, Manion, & Morrison, 2007). Besides, the transferability or external validity in this study was shown by the richness of interpretations and descriptions on the cases.

The dependability (reliability) in this study was shown by a clear documentation or record of research design, data collection techniques and instruments, procedures of data analysis, and clear outlooks of contexts of the cases so that other researchers can follow and check the whole activities in this study. The last is conformability or objectivity, the researcher used Audit technique, which was, the researcher asked an expertise in TEFL to check the trajectory of data collection technique, analysis, and interpretations in this study.

FINDINGS AND DISCUSSION

Findings

The Case of Rangga

Rangga's writing teaching reflection journal

Based on the result of writing reflection journal, it is gained that the writing teaching reflection journal of participant Rangga used a type mode of writing, as many as 413 words, in one page. The participant Rangga states that he is currently an EFL teachers teaching in junior high school or SMP in Talaud Island in North Sulawesi, Indonesia. He has already been teaching in the school for 8 months. Moreover, as informed in Rangga's writing teaching reflection journal, he is the only English teachers in the school and therefore he teaches three grades: grade VII, VIII, and IX and the total of students in grade VII is 17, grade VIII is 20, and grade IX is 22. Thus, the total students are 59 in Rangga's school.

Considering the teaching experiences of participant Rangga, it is stated that patience and creativity are two vital points dealing with teaching English to students of rural regions from grade VII to grade IX in Talaud Island. The patience and creativity must be reflected in handling the students and process of teaching learning activities in the classroom. More importantly, teachers must have strategies and techniques to make students love learning English. Besides, in terms of challenges faced by participant Angga in teaching English to his students for 8 months, it is found in his teaching reflection journal that there 5 (five) points of challenges. These are the challenges which are in the areas of students' motivation, learning resource and materials, students' unsupportive environment, and accessibility of teaching preparation.

Rangga's recommendations for English teacher candidates

Based on the results of WhatsApp call semi-structured interview to participants Angga for 10 minutes, it is found some recommendations for English teacher candidates who intend to be English teachers in rural regions. The first recommendation related to personality traits or characters which must be possessed by candidate EFL teachers willing to teach English in rural regions, that is, discipline, creative, innovative, patience, and firm. The next recommendation related to the language used when teaching English in the classroom. The last one related to times explaining the materials to the students.

The case of Ana

Ana's writing teaching reflection journal

Ana's writing teaching reflection journal used a type mode of writing, 1.116 words, 3 pages. In her writing, the participant Ana

states that she teaches in elementary level or SD in Pegunungan Bintang in Papua, Indonesia. It is also stated that in Ana's writing that Ana teaches grade one to six and the total of class in Ana's school is as many as 5 classes. The students in grade 1 and 2 are combined in one class and sometimes there are kindergarten students in the class so that Ana has to divide one class into 3 parts: for grade 1, 2, and kindergarten. Moreover, the rest of students of grade 3-6 have each own class.

As in informed in Ana's writing teaching reflection journal, English language is given to students in grade 4, 5 and 6, otherwise, students grade 1, 2, and 3 focused on basics reading Bahasa Indonesia and writing Bahasa Indonesia as well as counting. The topics of the English language given were about "letters", "numbers", "things in surrounding", and "greeting". Based on Ana's teaching experiences, Ana's students basically like English. However, because lack of facilities and learning materials, the students become less interest in English and lazy to learn English. To cope with this condition, Ana created her own material, making a picture with English language and she also walked with students around the school to see plants and therefore Ana introduces the names of plants in English. Likewise, she teaches greeting and used remembering technique. Besides, in relation to the challenges faced by Ana when teaching English to her students are students' low comprehension, and very limited learning facilities.

Ana's recommendations for English teacher candidates

Ana's recommendations for English teacher candidates willing to teaching in rural regions especially in Pegunungan Bintang in Papua were found in three areas. The first one was related to "topic of learning" when teachers are willing to teach English. The second one was related to "teachers' attitude" when teaching English to students. The last one dealt with the language used by teachers or "teachers talk" when teaching English in the classroom.

Discussions

EFL rural teachers' teaching reflections in teaching English as a foreign language to students of rural regions

Teaching reflection is an impetus for EFL/ESL teachers to self-reflect or evaluate their teaching practices or a way of teachers sharing their teaching experiences. It is to make teachers understand the trajectory of their teaching learning process so that they can produce appropriate changes in methodology, assessment, and instruction and it can be in the form of journal or diary (Qing, 2009; Pacheco, 2005; and Cimer, Cimer, & Velki, 2013).

Based on the writing teaching journal of both participant Rangga and Ana, it is found that both participants can understand more the process of English teaching and learning, the learners' characteristics, and the situations or conditions influencing ELT practices. The participant Rangga for instance, in his teaching journal, he shows how the teaching of English to his students should be. He pinpoints that the teaching of English to rural students, that is, to his students requires creativity and patience. The first one is creativity, due to limited numbers of learning resources and media, he creates a technique of teaching vocabulary called "Action Game", that is, students guest the meaning of an English words using gestures. Therefore, there is a process of negotiating meaning of English word in the form of gestures. For example, when Rangga says a word "laugh", then the students express the word into appropriate gestures. This type of technique was created because Rangga's understanding on his students' interest in learning English.

> "*Students more like studying (English) using games" (TR.R.1)*

In terms of patience in teaching English to students of Rangga, he states in his teaching reflection journal that the patience

itself needed due to the bustle of students after schooling. Participant Rangga states that their students often help their parents work after the end of learning at school so that it makes the time allotment for learning in home is limited. If there is a time for learning in home, the students prefer watch TV "opera soap", presumably to refresh their tough activities in the day. Thus, teachers of English need to have high patience in teaching English to the students.

> *"Here students do schooling and helping parents so that sometimes after schooling they carry sand from the beach or gardening.., the bustle of the students make their understanding towards English is low and their time studying English is limited so that they have low motivation in learning" (TR.R.2)*

The same as participant Rangga, participant Ana also can understand more her teaching practices, learners' characters, and situations or conditions of her teaching. Participant Ana points out in her teaching journal that she teaches Basic English to their students, that is, everyday activities such as greeting. Numbers and letters are also taught. Participant Ana teaches English only to students grade 4, 5, and 6, otherwise students' grade 1, 2, and 3 focus on basics reading and writing Bahasa Indonesia as well as counting. The participant Ana choose basic English as teaching materials because the competence of the students still low, student have difficulties in understanding foreign language even national language of Indonesia, Bahasa Indonesia.

Regards to the process of teaching and learning, teacher centered is the only way dealing with teaching English to rural students in rural regions with all limitations and conditions. Participant Ana even states that students-centered is mostly impossible to be designed in the class, like the implementation of the new curriculum of Indonesia, K13 curriculum, using scientific approach with 5 phases of learning: observing, questioning, experimenting, associating, and communicating. This concept of K3 curriculum is so difficult in the class or even the region of participant Ana. This is because the conditions of learners and facilities are not possibly support the implementation. The following is her statements regards to this case:

> *"teach the students there especially English is difficult compare to teach in a city. Whereas it must be in line with the 13 curriculum. With complete media or tools and therefore will be a student center learning activities. This is difficult to be imagined". (TR.A.1)*

In her teaching journal, participant Ana teaches English using certain strategy, for example when she teaches topic about greeting and name of plants. She along with students walks around the school to see plants around the school and Ana says the English words of the plants. Direct teaching is used in this case. The rest topic such as greeting, the material and practice of greeting are blended with the previous outdoor activity talking about "plants". This way of teaching – at least in participant Ana's view – can make students easily understand and remember the materials.

> *"sometimes walk around the school introducing names of plants in English. The most important thing is there is an object and the name (English language) so that they will remember. Though it slows they are still be able to remember. While also doing a greeting in English. Because this is in line with the habits of these children so that they remember easily. (TR.A.2)*

Participant Ana also created her own teaching materials because very limited English learning resources. She provides pictures of things with the English language. This is used in Ana's class when teaching English. As a result, the students like this kind of teaching activity.

> *"I ever make my own facility. There is a picture with English language. Finally the students like it. However, the students still need supporting facilities to increase their motivation" (TR.A.3)*

From the above teaching reflection of participant Rangga and Ana, it is concluded that both participants are categorically in the same page in teaching English to their students, that is, teacher centered. The problems of very limited learning resources and facilities are also become key problems in both participant Rangga and Ana. Besides, in terms of students' characteristics, students of participant Rangga are perceived busier because they have to help their work after schooling while students of participant Ana more need fun and engaging learning, such as using direct method with pictures or outdoor activity in teaching English.

The challenges faced by SM3T EFL volunteer teachers when teaching English as a foreign language to their students based on their teaching reflection

Based on the results of participants Rangga and Ana's writing teaching reflection journal, the challenges of teaching English to students of 3T regions especially in Papua and Talaud Island are found in three areas: students and learning facilities, learning environment, and accessibility of teaching preparation. These three challenges area are simultaneously interwoven and influenced one another.

The first challenges in the area of students are students' lack of motivation, lack of knowledge about English language, and low comprehension. Participant Rangga states an issue in regards to students' lack of motivation in his teaching journal. He states that the students in his class have low motivation in learning English because the students themselves believe that English language is not important for them. Otherwise, participant Ana found his students have low motivation in learning because the English learning facilities such as dictionary, books, and so forth are limited numbers. This first challenge both in participant Rangga and Ana is basically in line with the general challenge in rural education as reported in the current studies which noted that lack of supplementary teaching materials and facilities is one critical problem in rural education including the realm of ELT (A'ling, 2015, Rosliana, et al, 2015; and Taneri & Engin-Demir, 2011). The statements related to this first students' lack of motivation challenge as follows:

> *"Students' motivation in learning English is still low because they believe that learning English is not important for them" (TJ.R.Ch.S1)*

> *"Not they don't like English language learning. But, with lack of facilities such as book, dictionary, etc. makes them less motivated". (TJ.A.Ch.S1)*

Besides students' lack of motivation, students' lack of knowledge about the English language and low comprehension is also become the challenge. These two issues are found in case of participant Ana. Participant Ana states that her students are lack of English language knowledge. This is because lack of learning materials or books so that the students rely heavily on teachers. Not only lack of knowledge, the students also has low speed in comprehension the English learning topics even it is related to the simple topics, for example reading. These two issues are portrayed below:

> *"Being funny, interesting, and passionate when teaching English for children. Sometimes, they confuse with their Bahasa Indonesia whereas their English, they just know their native language. What I explained is only basic English for example numbers, letters, things in their surrounding and greeting". (TK.A.Ch.S2.1)*

"...but for students who know their native language is difficult. Added by their slow comprehension ability" (TK.A.Ch.S2.2)

The second challenge is unsupportive learning environment. The participant Rangga pinpoints "opera soap" in the television is the challenge. This is deal with students are being lazy to do homework because when they go home, they choose to watch TV especially related to an opera soap. Participant Rangga states: *"* "the students here are mostly influenced by opera in the television"(TK.R.Ch.S3). This problem leads to such inference that little attention given by parents regards to students' learning activities in home. It seems the parents let alone the students watch the TV regardless any questions or checking from the parents on the students' homework or process of learning in the school. This challenge is consistent with Tariq *et al* (2013)'s study which reported one of basic problems faced by rural students is unsupportive attitude of parents about the learning activities in students' home environment. Besides, participant Ana sees nothing related to unsupportive learning environment in her teaching reflection.

The third challenge is accessibility of teaching preparation which is related to preparing the learning materials for students in teaching learning process. This issue is found in the teaching journal writing of participant Rangga. He states that

" to copy and get learning materials for the teaching learning process is categorically difficult because the distance from my house to the market is very far, it takes about an hour to go there plus the bad and potholes road so that sometimes difficult to pass". (TK.R.Ch.S2)

The recommendations given by SM3T EFL volunteer teachers for Indonesian EFL pre-service teachers regards to the teaching of English as a foreign language to students of 3T regions of Indonesia

Based on the results of mobile phone and WhatsApp semi-structured interview to participant Rangga and Ana, it is obtained for three vital recommendations given for other EFL teachers especially Indonesian pre-service EFL teachers willing to teach English in Papua and Talaud Island of Indonesia. These recommendations are in the area of "teachers' personality or attitude"; "selecting and explaining the materials"; and "teacher talk".

The first recommendation is in the area of teachers' personality or attitude. Participant Rangga who has been teaching in Talaud Island for 8 months pinpoints 5 personality traits must be had by candidate teachers in order to teach English in participant Rangga's school or regions. The traits include discipline, creative, innovative, patient, and firm. He states when interviewed as follow:

"English teachers intend to teach here must be discipline, creative, innovative, patient, and firm" (I.R.1)

The case of personality traits is also found when teachers intend to teach in Papua, in participant Ana's region. Participant Ana states that creativity, adjustability, and firm are three vital traits candidate EFL teachers need to have to teach English in Papua. The first two are creativity and adjustability, based on participant Ana, EFL teachers have to know and adapt real conditions and situations of teaching in her regions due to very limited numbers of facilities and no learning materials like books. Hence, EFL teachers need to create their own materials based on the level of students and the conditions and situations of learning in Papua province. Besides, firm also become a key point necessarily be understood by Indonesian EFL pre-service teachers want to teach in Papua. Participant Ana states that

teachers of English must be firm to the students. They are not supposed to be soft or weak in front of students because it will make students underestimate the teachers. As a result, they will be lazy and do not do the homework. This firm trait must be had by teachers because it deals with the unique characteristics of learners. These elaborations are illustrated below:

> *"Here teachers must understand the conditions and able to adjust into the conditions" (I.A.1)*

> *"..have to be firm to the students here, their life is not the same as students in the city or in Java, if teachers are too soft to the students in teaching, they will be insolent, they will therefore be more lazy,.. firm.., so that students honor us, "yes mam, this will be done later", if we are soft, students will be lazy, they say "ah.. teachers will be ok". They will be lazy..." (I.A.2)*

> *"see the condition and situation of school which does not have book, very limited facilities, we have to be really creative, how to make students become more understand.., able to comprehend what we explain." (I.A.3)*

Besides personal traits or attitudes of teachers, the way teachers select and explain the materials to the students are also become important issue pre-service teachers need to understand. Participant Rangga urge that when teaching English to his students, teachers need to explain the materials continuously. One topic of learning could be 4-5 times each meeting. Thus, it sometimes in the mid-term or final test, the learning objectives is not fully achieved. Otherwise, participant Ana points out another issue which is the materials themselves. Teachers of English must select and teach Basic English to her students such as numbers, letters, greeting, and so forth. These Basic English topics administrated to grade 4, 5, and 6 because grade 1, 2, and 3 focus on basics reading Bahasa Indonesia and writing Bahasa Indonesia as well as counting. The illustrations of these elaborations as follow:

> *""*teach the English repeatedly, 1 topic is repeated 4-5 times, however, mid-term and final test are not yet finish all the materials" (I.R.2)

> "..teach basic everyday topics such as numbers, letters, things in surroundings, because if teaching the above level of students, they will get difficulties, even learning Bahasa Indonesia, they are struggling, what if it is the English language. These (basic everyday topics) for students grade 4, 5, and 6" (I.A.4)

The last recommendation is related to the language used by teachers when teaching English. Both participant Rangga and Ana are agreed that the teachers must use simple codes in teaching English to their students. This is to make students understand the materials easily. In regards to participant Rangga who teaches secondary level or SMP, teacher talk strategy is used as it is to make students acquire the target language easily (Kashem, 1981). Besides in participant Ana who teaches in elementary students or young children, a caretaker speech is used, that is, a language used by teachers to communicate with children containing shorter sentences, restricted vocabulary and topics, and well-formed utterances with less subordination and this caretaker speech is suitable for child's growing competence (Kashem, 1981). Thus, as suggested, English teacher andidates can apply teacher talk and caretaker speech when teaching English to students of rural regions. The illustrations towards what participant Rangga and Ana recommendations on the case of teacher language are stated below:

> *"teach using English language slowly and loudly" (I.R.3)*

"must be slowly if explaining to them, cannot fast as we teach in the city, look at their condition, their competence is different from the general students" (I.A.5)

CONCLUSION

The results indicated that students-centered is appropriate in the process of learning in rural schools. Direct method is also useful in teaching learning process. Besides, in terms of students' characteristics, students of participant Rangga are perceived busier because they have to help their work after schooling while students of participant Ana more need fun and engaging learning. Very limited facilities and learning resources are become the most factors influencing the practice of English teaching in both participants.

Granted the second research questions related to the challenges faced by both participants Rangga and Ana teaching English to students in Papua and Talaud Island, the challenges are obtained in three areas. The first one is students and learning facilities. This first challenge includes students' lack of motivation, lack of knowledge in English language, and low comprehension as well as very limited learning facilities such as books, dictionaries, and so forth. The second challenge is in the area of learning environment, that is, lack of attentions from parents regards to the process of English learning in the home. The last challenge is in the area of accessibility of teaching preparation. This deals with difficult access to copy and get learning materials due to the distance far away from the market in the city, it takes about an hour to go there.

The last regards to the recommendations of participant Rangga and Ana for English teacher candidates. The recommendations are in three areas. The first one is in the area of teacher personality, that is, teachers must possess personal qualities: discipline, creative, innovative, patience, firm, and adaptability. The second recommendation is in the area of teaching and learning materials. The teaching of English in rural students should consider the level of students' proficiency and continue. The last recommendation is to use two strategies: teacher talk and caretaker speech in explaining teaching materials.

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ENERGIZING STUDENTS' READING COMPREHENSION THROUGH MULTIMODAL TEXTS

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Abstract
Teaching and learning process is an essential aspect of a successful English teaching and learning. Reading skill is one of the language skills in English which gives a huge input to the learner. Nevertheless, it is mostly found that reading material and its exercises examine explicitly of what have been learned. Recently, multimodal texts become more popular in educational aspect especially the use of multimodal text in the teaching and learning reading. Multimodal text is a text that contains semiotic mode which covers gesture, visual image, document, layout, music, architectural design, etc. This study interviewed 10 Junior High School students and 1 English teacher regarding the use of multimodal text in reading class. The design of the study was a qualitative descriptive study which investigates the use of multimodal texts in teaching learning process in Indonesia compare to other countries. This study is expected to have a deeper insight and significant contribution for the English pedagogy.

Keywords: Reading, comprehension, multimodal, text, visual, images

INTRODUCTION

Nowadays, reading texts in the high school are often multimodal, meaning they incorporate a variety of modes, including images, hypertext, and graphic design elements along with written text (Serafini, 2011). Expanding the perspectives students use to make sense of these multimodal texts is an essential part of comprehension instruction.

Multimodal texts are inherently associated with digital technologies because in many digital texts, different modalities, aural, visual, gestural, spatial, and linguistic come together to construct meaning. Multimodal literacy is about understanding the different ways of knowledge representations and meaning-making, understanding discourse by investigating the contributions of specific semiotic resources such as languages, gestures and images, using various modalities such as visual and aural elements to create meaning and understanding how various modalities co-work to construct a coherent text. (Eksi & Yakisik, 2015). Other definition about multimodality is stated by Kress (2010) as a framework that requires a collective interpretation of two or more scripts, visuals, videos, graphics, animations, sounds, music, gestures and facial expression for producing meaning.

Moreover, in educational contexts, more progress has been made in identifying strategies required to comprehend written text than in identifying strategies to comprehend multimodal texts. Research has shown that particular cognitive strategies such as visualizing, summarizing, asking questions, and predicting are successful in supporting readers' comprehension of written texts (Sweet & Snow, 2003). In conjunction with this body of research, pedagogical frameworks for teaching cognitive strategies have been proposed (Harvey & Goudvis, 2000; Santman, 2005). However, the visual images contained in multimodal texts, picture books in particular, require readers to use different strategies for constructing meaning than the aforementioned cognitive strategies. Unsworth and Wheeler (2002) asserted that if

readers are to understand how images represent and construct meaning, they need knowledge of the various visual sign systems (e.g., photography, diagrams, graphs, typography, illustrations) used in their production and interpretation. In addition, Dalton and Proctor (2008) noted that research is needed to develop a "more robust model of comprehension that reflects the dynamic nature of texts". As students encounter multimodal texts with greater frequency, they and their teachers will need to develop a metalanguage for discussing the aspects of multimodal texts and the strategies used to understand them (Zammit, 2007).

Rose (2001) distinguished three modalities that can contribute to a critical understanding of images, namely, (1) technological—any form or apparatus designed to be looked at, (2) compositional—formal structures or strategies, for example color, spatial organization or content, and (3) social—the range of economic, social and political relations, institutions and practices that surround an image. Rose (2001) noted how some methodologies focused on the image in and of itself. This focus on composition, color, spatial organization, and light suggested an image's expressive content or the combined effect of visual form and subject matter. Although she acknowledged, ''visual images do not exist in a vacuum, and looking at them for 'what they are' neglects the ways in which they are produced and interpreted through particular social practices'' (Rose, 2001), viewers still needed to consider what was presented or rendered in an image and the structures and modalities that were used in creating images before proceeding to interpretation and ideological analysis.

Research indicates that using multimodal texts contributes to students' use of cognitive skills and increases their creativity, attention, participation and production (Callow & Zammit, 2012). Walsh (2010) suggests that the use of multimodal texts in language skills courses changes the nature of reading, writing, speaking and listening skills. The use of multimodal texts not only changes in the process of teaching a class, testing and evaluation, participation in courses but also the roles of teachers and learners (Walsh 2010: 222). Introduction of hardware, software and the Internet does not guarantee technology integration to classrooms. The teachers need opportunities to make use of multimodal literacy in their own lives before integrating them effectively to their teaching practices (Lankshear & Knobel, 2003). To this end, teacher training programs should involve knowledge and skills to integrate multimodal literacy to their practices.

The perceptual analytical perspective focuses on the literal or denotative contents of an image or series of images in a multimodal text, the elements of design, for example borders and font, and other visual and textual elements of these texts. Focusing on visual images, Beardsley (1981) suggested, ''a picture is two things at once: it is a design, and it is a picture of (italics in original) something. In other words, it presents something to the eye for direct inspection, and it represents something that exists, or might exist outside the picture frame''. What is presented to the eye for ''direct inspection,'' or close attention to the literal aspects of an image, naming the visual elements of a multimodal text, and taking an inventory of its contents is the focus of the perceptual analytical perspective. Readers cannot interpret what has not been noticed or recognized. The first step in expanding readers' interpretive repertoires is by calling attention to the elements and designs of multimodal texts that may at times be overlooked. What is being suggested here is the possibility of a denotative or pre-iconographical enumeration of the content of an image (Straten, 1994). In other words, readers create an inventory of the literal elements of an image or series of images in a picture book and use this inventory as the starting point for one's interpretive processes. As Scholes (1985) suggested, noticing visual elements and interpreting what is noticed are sufficiently distinguishable processes for us to discuss

and teach them separately. In Stafford's (2008) terms, readers of multimodal texts need to increase their visual competence before they are able to become visually literate.

LITERATURE REVIEW

Reading comprehension address the processes of generating viable interpretations in transaction with texts and readers' abilities to construct understandings from multiple perspectives, including the author's intentions, textual references, personal experiences, and sociocultural contexts in which one reads (Serafini, 2012). Meanings constructed during the act of reading are socially embedded, temporary, partial, and plural (Corcoran, Hayhoe, & Pradl, 1994). There is not an objective truth about a text, but many truths, each with its own authority and its own warrants for viability aligned with particular literary theories and perspectives (Rorty, 1979). Because of this, readers are empowered to revise traditional meaning potentials and challenge existing, hegemonic interpretations that pervade particular institutions (Luke, 1995). In other words, readers and viewers do not have to readily accept traditional representations of reading comprehension and instruction, rather they can disrupt commonplace interpretations and re-envision how these constructs are interpreted (Lewison, et al, 2002).

Nowadays people make meaning in a variety of ways, so the traditional notion of literacy should be extended beyond the confines of just being able to read and write. A contemporary definition of literacy is the ability to access, analyze, evaluate, and communicate messages in a variety of forms (Hobbs, 1997). Media Literacy is an informed, critical understanding of the mass media. It involves an examination of the techniques, technologies and institutions that are involved in media production, the ability to critically analyze media messages and a recognition of the role that audiences play in making meaning from those messages.

Pennings (2002) gives a more specific definition of visual literacy: ―Visual literacy is an emerging area of study which deals with what can be seen and how we interpret what is seen. It is approached from a range of disciplines that: 1) study the physical processes involved in visual perception. 2) use technology to represent visual imagery, and 3) develop intellectual strategies used to interpret and understand what is seen. Based on this definition visual images may involve body language, motion, two and three dimensional works of art, photographs and clipart, films and video, museum exhibits and dioramas, advertisements, illustrated written or verbal discourse, architecture, and visual reality experiences, and so on.

From these discussions we can see that visual literacy concern message or meaning construction. Visual literacy mainly focuses on the symbolic aspects upon which the meanings or messages are based. Just as reading and writing are essential to conventional literacy, the ability to construct meaning with images is a core component of visual literacy. The advance of technology has made it possible that the ordinary people are becoming increasingly professional visual designers, for instance, using software Photoshop to alter an image digitally, and thus given everyone the ability to join the artists and craftsmen in using visual images to express ideas and thoughts that have always been inside of us in visual forms. One point should be noted that when defining intelligence, we have come to value linguistic competence very much, and are not aware that visual competence actually precedes linguistic competence and we may say that language evolved through its connection to visual ability, visual literacy may help us to achieve the goal of linguistic literacy.

Multimodal communicates using semiotic resources across a variety of modes including visual images, design features, and written language (Jewitt, 2009). Visual images have modal affordances that support the depiction and communication of concepts and ideas in certain ways that differ from the affordances associated with written language

(Bezemer & Kress, 2008). What a particular mode, such as visual images, can communicate and represent has both limitations and semiotic potentials. In other words, written text represents ideas in different ways than visual images, and visual images and graphic design features work in different ways from written language (Kress, 2010). So we can see that every semiotic mode is a meaning momentum or potential, and multimodality mainly focuses on the study of the interrelationships between various communicative modes, no matter whether they are visual or auditory, words or image. It is a complex combination of meaning making activities that have undergone rapid changes in the contemporary social, cultural, economic and technological context. Moreover, the concept of multimodality is a useful standard to measure and evaluate the diversity ways of meaning making.

Multimodal texts, which convey information by means of various modes such as visual images, written language, design elements and other semiotic resources, are more complex than written texts. According to Kress, different logics govern the mode of written language and that of visual image: written text is governed by the logic of time or temporal sequence, whereas, visual image is governed by the logic of spatiality, organized arrangements, and simultaneity (Kress, 2003). That is, meaning is derived from position in the temporal sequence of written text, whereas meaning is made from the spatial relations or grammar of visual images (Kress & van Leeuwen, 1996). To understand the written language, temporal sequence or order in which words appear in a sentence is very important. In visual images, the position, size, and composition of the contents of the image play a significant role in the meaning making.

Multimodal discourse analysis is to analyze how several or all of the different semiotic modes intertwine together to create a unified text or communicative event. The premise of multimodal discourse analysis is that in many domains of contemporary writing, textual structure is realized, not by linguistic means, but visually, through layout, color, and typography both at the level of the ―clause and at the level of ―discourse. Actually multimodal discourse analysis has become a new trend in the studies of discourse analysis, for it focuses upon the complete communicative aspects of discourse that emerge within interaction. There are many ways to do multimodal discourses analysis, such as content analysis, conversation analysis, social semiotic analysis and so on (Van Leeuwen & Jewitt, 2001). And different perspectives can be taken to analyze them, for example, layout, modality, typography, color, genre, discourse, style and so on are the angles we can choose to do multimodal discourse analysis.

METHOD

This research applied qualitative descriptive method which using purposive sampling technique. Ten junior high school students and one English teacher were selected to participate in this study regarding to their experience in the use of multimodal text in teaching and learning process in the classroom.

This study aimed to investigate the use of multimodal texts in teaching learning process in Indonesia compare to other countries. The researchers interviewed the teachers regarding to the teaching learning process in the classroom using some multimodal texts whether it can help students to comprehend the reading text or not. The students were also asked several questions about their opinions in the use of multimodal texts in helping them understand and comprehend the text.

RESULT/FINDINGS

The research of this study revealed some findings related to the use of multimodal text in teaching and learning process in the classroom especially reading skill. Several questions were asked to ten Junior High School students regarding their experiences in learning process using multimodal text.

The following descriptions are the questions and answer of the students.

1. *Q1. Do the teachers provide an interested reading text which consists of graphs, pictures, figures, etc?*

   In this questions, ten students answered that the teacher sometimes provided reading texts which consist of graphs, pictures, figures, etc, but sometimes teacher just gives reading texts from the textbook which some of them do not consist of interested pictures. From the students' answer, we can come to the statement that the teachers already use the multimodal text even though it does not use in every meeting the students learning reading skill.

2. *Q2. Do you feel more interested reading a text which provides some pictures? Why?*

   Ten students in this question argued that they feel more interested reading a text which provided some pictures. Most of the students answered that the text which provided some pictures are more interesting and encouraging them to read the whole text from the beginning till the end to find out the topic, main idea, or the content of the text. Otherwise, some students only focus on the pictures and try to guess the main idea or the content of the text without reading the whole passages.

3. *Q3. In your opinion, is a text which provides some pictures will help you find the topic? Please explain.*

   8 out of 10 students argued that a text which provides some pictures can help them find the topic of the text easier that the text which does not contain pictures. In the other hand, 2 students argued that the text which provides some pictures does not help them to find the topic. It is just the same with the non-pictures text.

4. *Q4. Do you try to guess/predict the main idea using pictures, graphs, or figures provided? Please give a brief reason.*

   8 out of 10 students argued that they try to guess or predict the main idea of a passage using pictures, graphs, or figures provided because they think that pictures represent the main idea of a passage, whereas 2 students don't agree that pictures, graphs, or figures can help them to guess/predict the main idea of a passage. They argued that they have to read the whole passage carefully rather than merely look at the pictures provided to help them finding the main idea.

5. *Q5. Do you just focus on the pictures, passages, or both? Why?*

   8 out of 10 students argued that they focus both on pictures and passages in comprehending a text, whereas 2 students argues that they only focus on the passage or text and ignore the pictures in comprehending or understanding the text.

6. *Q6. Do the pictures, graphs, symbols help you to understand or comprehend the passage or whole text? Why?*

   8 students argues that pictures, graphs, and symbols can help them in understanding or comprehending the passages or whole text, they said that it gives prior knowledge to the students in order to comprehend the text, whereas 2 students argued that pictures, graphs, and symbols can't help them understanding or comprehending the passages or whole text because in order to comprehend the text they have to read the whole text carefully.

Those are the answers from students who have been interviewed by the researchers regarding their experiences in learning reading using multimodal text. From the interview result, it can be concluded that students already have experiences through

multimodal text especially in reading class. Most of the students argued that pictures, graphs, or figures provided in the text can help them to guess the topic, main idea, etc. because it can represent the content of the text. It is in line with pedagogical frameworks for teaching cognitive strategies that have been proposed (Beers, 2003; Burke, 2001; Harvey & Goudvis, 2000; Santman, 2005). They stated that the visual images provided in multimodal texts require readers to use different strategies for constructing meaning than the aforementioned cognitive strategies. The similar finding also revealed by Unsworth and Wheeler (2002) who asserted that if readers are to understand how images represent and construct meaning, they need knowledge of the various visual sign systems (e.g., photography, diagrams, graphs, typography, illustrations) used in their production and interpretation.

Other answers from students also reveal a finding that they can guess or predict the content of the text by looking at the visual images. The visual images can represent the content of the text. It is in line with Beardsley (1981) who suggested, ''a picture is two things at once: it is a design, and it is a picture of (italics in original) something. In other words, it presents something to the eye for direct inspection, and it represents something that exists, or might exist outside the picture frame''. What is presented to the eye for ''direct inspection,'' or close attention to the literal aspects of an image, naming the visual elements of a multimodal text, and taking an inventory of its contents is the focus of the perceptual analytical perspective.

Furthermore, in this research, an English teacher was also involved in the interview regarding their experiences in teaching reading using multimodal text. The questions and answers are as follows:

1. *Q1. When you teach reading skills in the classroom, from what source the text you are going to use is taken from? Why?*

   In this question, the teacher answered that most of the texts that she uses to teach were taken from the textbook which provided by the school. In addition, she sometimes takes other texts as supplementary materials which apt with the curriculum to create various ways in teaching learning process.

2. *Q2. What are the considerations that you take into account when you choose a text for teaching, especially reading?*

   The teacher answered that before choosing a text for teaching, she has to consider whether the text is suitable for the students' level or not. The text that is going to be taught in the classroom must be matched with the students' level. Another consideration is the text must be apt with the curriculum standard. The last consideration but has paramount role is the text must be interesting to the students.

3. *Q3. Are those texts containing some visual images?*
   She argued that sometimes the texts contain some visual images and sometimes no.

4. *Q4. Do you agree that a text which contains some visual images will be more interesting to the students? Why?*

   The teacher definitely agreed that a text which contains some visual images will be more interesting to the students especially for the Junior High School level. It can attract the students to read the text because they are curious of what is the content of the text.

5. *Q5. Do you agree that a text which contains some visual images can make the students easier to comprehend or understand the passage or the whole text? Why?*

   She agreed that the text which contains visual images can make the students easier to comprehend a particular passage

or whole text because they have already got some particular images that represent the text main idea that they've already have prior knowledge before reading the text.

6. *Q6. Do you agree that a text which contains some visual images can help the students to guess or predict the main idea of the passage or text? Why?*

   She said yes. The students can guess or predict the main idea of the passage because pictures which provided in the text usually represent the content of the text.

7. *Q7. Do you think that a text which contains visual images can help the students to develop their reading skills? Why?*

   The teacher answered yes. Because it can help the students building the knowledge of the text even though they don't know the meaning of every single word provided.

8. *Q8. Do you think that giving a text which contains visual images can help the students in developing their comprehension in reading? Why?*

   The teacher agreed that giving a text which contains visual images can help the students in developing their comprehension in reading. It is one of the strategies to attract the students to find the main idea and specific information from the text by looking the visual images provided.

The answers from the teacher revealed some findings related to teaching and learning process in the classroom through multimodal texts. Reading materials in the classroom are often multimodal especially in the Junior High School. It is in line with Serafini (2011) finding who states that, "reading texts in the high school are often multimodal, meaning they incorporate a variety of modes, including images, hypertext, and graphic design elements along with written text". Multimodal texts are found to be more interesting to use in the classroom activities.

The same research also described in Sefarini's paper (2010) who found that reading and interpreting of multimodal texts enriches the literary and visual experience and allows readers to bring multiple perspectives to their interpretive repertoires. She concluded that the challenges facing readers and teachers alike demand that she expand the analytical tools she bring to bear in the process of interpreting visual images and multimodal texts. Simply teaching elementary readers to visualize, summarize, and predict will force them to only consider the written textual elements of the texts they encounter in the society in Arizona. And move from a typographic era dominated by the printed word to a post-typographic epoch dominated by the visual image and multimodal texts, the analytical tools and interpretive repertoires need to expand to support readers in next times. To increase the methods and perspectives brought on multimodal texts expands the interpretations generated, and allowed readers to challenge the messages presented in visual images and multimodal texts.

In another similar paper "*Visual Images Interpretive Strategies in Multimodal Texts*" by Liu (2013) found that making sense of visual images in multimodal texts may pose a challenge to the readers in China, which requires them to get familiar with art, media, and semiotic theories. How the images affect them in order to explore the meaning of images and to recognize that they are produced the meaning of the story. And the traditional comprehension strategies will help expand the perspectives by readers to draw on literate when shifting from a word-dominated typographic era to a post-typographic era dominated by the visual images and multimodal texts.

Both of these papers above found the challenges in reading multimodal text in two difference countries. Moreover, multimodal text can attract students to read and comprehend the text easier than the text which don't provide any visual images. It is stated by Callow & Zammit (2012) that using multimodal texts contributes to students' use of cognitive skills and increases their creativity, attention, participation and production. Those findings are similar to the finding of this study which found that the use of multimodal texts especially visual images in teaching and learning process could activate the students' creativity, attention, participation, and production.

CONCLUSION

On a final note, the research suggests the use of multimodal texts which contains visual images and other elements in teaching and learning process in the classroom as various ways in teaching especially in teaching and learning reading. By these findings, teachers are expected to learn more about the elements in multimodal text and how it can influence the teaching learning circumstances in the classroom. As the result, many teachers have been using multimodal texts but don't know about it and how much it can influence the teaching learning process. Furthermore, this study is expected to develop the students' creativity, attention, participation, and production and also suggests schools to provide many multimodal sources in the form of textbooks or supplementary materials.

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THE IMPACT OF PODCASTS ON EFL STUDENTS' LISTENING COMPREHENSION

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Abstract
This research has objective to investigate students' listening comprehension through the use of podcast in EFL classroom. 60 high school students in Indonesia were taken as sample for this research with distribution of 30 students in experiment class and 30 students in control class. The samples were taken by using cluster random sampling. Quasi-experimental method with the post-test only control group design was applied in this research. In addition, a survey questionnaire was administered to experimental group to explore their perception on the use of podcast instruction in teaching listening. Findings revealed that there is a significant difference of post-test score between two groups, favoring experimental group. Data analysis using one way ANOVA showed significance value (sig. 0.010) is lower than < 0.05 which interpreted that Podcast has significant impact on students' listening comprehension. Additionally, the result of questionnaire indicated that students have positive attitude toward the use of podcast in listening classroom. Students perceived that podcasts provided authentic materials, interesting activities including listening exercises and meaningful tasks for them so they felt more motivated to learn English. This study recommended that teacher may utilize podcast in teaching listening considering its effectiveness as technology based learning tool.

Keywords: Podcast, English, EFL, Listening Comprehension

INTRODUCTION

In Indonesia, English is taught as a foreign language from elementary up to university level. Particularly for high school students, the curriculum has set some objective of English language teaching namely students are able to communicate in three kind of text, interpersonal, transactional and functional in written and spoken context."(Kebudayaan, 2017). Ideally, upon finishing the study at senior high school level, students are expected to be able to communicate in English both oral and written way. Yet, the above-mentioned objective has not yet been achieved satisfactorily as the students' achievement or performance in the English subject is low. Recent data showed that high school students in Indonesia who failed in the National Examination (UN) reached 52,57% in 2017 compared to 44,97% in 2016. English is one of a subject that contributes to low score of achievement in the National Examination (UN) especially for high school, vocational and boarding school (Kebudayaan, 2017). English Examination including listening, reading and writing. Particularly listening, it is indeed true as the most commonly heard and much engaged-in language sub-skill in English. In fact, many schools in Indonesia use Bahasa Indonesia as language instruction in classroom for almost subjects including English and authentic resources for English language teaching are not utilized utmost yet

by English teachers. This unfortunate condition has sure mostly contributed much to the poor achievement of Indonesian students' in listening. In addition, Huang (2004) argues that limited understandings of classroom instruction or lesson and materials can be another problem faced by students in learning English. Likewise, in Indonesian context, students rarely in situation where they have opportunity to practice English and teachers are lack of commitment to apply an appropriate approach and use authentic resources in listening.

As one of authentic resources for teaching listening, Podcasting is an innovative mobile technology consists of series video and digital audio broadcast that could be downloaded and played on mobile devices. The term "Podcast" was derived from two technologies, "iPod", and "Broadcast". Podcast provides convenience for listeners to choose and listen to their preferred program. Constantine (2007) defined that Podcasts is an internet audio publishing that is designed to be downloaded and listened to a portable device such as tabs, Smartphone and laptop. Moreover, Podcasts has unique feature and different than other audios in terms of its content. The audio content presents authentic listening source which allows every listeners benefit from it. Still in the same notion, Sloan (2005) claims that podcasts is one of an innovative way of broadcasting through the internet that can be used it can be used for transferring digital audio content automatically to mobile phones. Regarding to its usage in classroom teaching contexts, several scholars have offered some point of views and reasons for including Podcasts in language learning classrooms (Aguilar, 2016; Al Qasim & Al Fadda, 2013; Abdous, & Facer, 2009; Ahmed, 2008; Blaisdell, 2006; Chinnery, 2006).

Regarding to the frequency of its usage, Constantine (2007) explained the use of Podcasts in the EFL classroom, even at the beginning levels, all foreign language learners can benefit from Podcast by only listen it six minutes a day. Furthermore, a research was conducted by Edirisingha, Rizzi, Nie and Rothwell (2007) reported that podcast is successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations. In line with this, Rizzi Rothwell, Nie and Edirisingha (2007) and Beheler (2007) also have proven that Podcasts enhance students' ability in listening.

Based on the above rationale, the use of podcasts in a language classroom is enable students to comprehend content, to enhance their proficiency and to improve their listening comprehension. Unfortunately, in Indonesian teaching context, scarce research existed prior to this study regarding best practices of podcasts and its effectiveness in the context of teaching high school students. Inspired by the usefulness and benefits of the Podcast as teaching resources discussed above and have been verified empirically by several experts, this study has been carried out as an effort to investigate whether Podcast can impact high school students' listening comprehension in EFL setting in Indonesia as well as to explore students' perception on the use of podcasts in listening classroom.

REVIEW OF LITERATURE

The proliferation of technology has colored learning and teaching situations nowadays. The integration of technological devices in classroom settings brought portability and allows time shifting opportunities for both students and teachers. In addition, the integration of technology in EFL classroom assists students not only to acquire foreign language but also to increase their motivation and confidence (Abdulrahman, 2016). In the area of language teaching particularly listening, Podcasts for example, provide a unique feature of content choice and repository of real-life speaking materials which allow students to study at their own time and pace (Kavaliauskiene, 2008). This current study will review the literature that describes the benefits of Podcasts and highlight specific areas that

relates to teaching listening and the use of podcasts in a pedagogical context.

The Teaching of Listening

Listening is an important aspect in communicating with others. Feyten stated that listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability (2010). Furthermore, Brown states that teaching means to help someone to learn how to do something, to guide someone in the study of something, and also to provide someone with knowledge (2000, p.7). In recent years when listening is examined in relation not only to comprehension but also to language learning, listening has been considered from a further perspective. Teaching listening needs a bit more on the part of the teacher than that of the learners. One of the main principles of teaching listening is that language material should be intended to used for training listening comprehension and it should never be presented visually first. Therefore, audio listening is a great tool to achieve this objective

The use of Podcasts in Teaching English

Podcast is a series video and digital audio broadcast that could be downloaded and played on mobile devices. The term "Podcast" was derived from two technologies, "iPod", and "Broadcast". Podcast is same as radio but there is a thin line between radio and Podcast. Podcast give listeners full access to select their favorite program according to their convenience and listen to it. Podcast was first known in 2004, and it is defined as an internet audio blogging or internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable mp3 player or on a computer. Podcasts are delivered online automatically via a website, so it is different from other audios. Podcasts utilize voice which is the most influential tool that relates to the audience very quickly. Thus, podcast is a series of sound files that consist of educational information in a comprehensive manner to make the user an advanced learner.

Furthermore, Sloan (2005) defines Podcasting is one of an innovative way of broadcasting through the internet and also it can be used for transferring digital audio content automatically to mobile phones. Gromik (2008, p.47) claims that podcasting provide learners with "full access authentic resources" in non-English speaking contexts. In addition, Podcasts offer a 'real-life listening' source that all foreign language listeners are allowed to benefit from it. Constantine (2007) explained the importance of using Podcasts in the foreign language class from beginner level to advance level. Beginners can benefit from general listening and exposure to new language. For intermediate level, students are able to access authentic materials and exposed to a variety of voices while for advance level, they are able to choose podcasts materials based on their own need. Another benefit of podcasts has been proven by Lu (2007) through his four week study. The study investigate how podcasts in both UK and US English could boost the listening and speaking proficiency of language learners in an EFL context which involved a Taiwanese learner who had not previously been exposed to authentic English. The participant was asked to transcribe the podcasts, to identify vocabulary and grammar in context, and a discussion of the topics was conducted in English at the end of each week. The study revealed that using podcasts in listening instruction in this way has a positive impact and the participant gained confidence in his ability to comprehend English overall.

Specifically in teaching listening comprehension, Podcasts also used as primary sources and review tools in EFL classrooms. A study conducted by Ashraf, Naroozi and Salami (2011) demonstrated that podcast has significant impact on Iranian EFL sophomore students' listening comprehension. Similarly, Hawke's (2010) study reported significance improvement on science students' scientific English listening skills through podcasts. As supplementary

materials, podcasts assist students pay attention on its content and motivate them to learn listening both using bottom up and top down strategies. Moreover, Istanto (2011) also has proven that Podcasts improve students listening skills and grammar knowledge. Not only for Listening comprehension skills, several studies also shown the significant effect of podcasts for students vocabulary, pronunciation, speaking, grammar and writing skills. Several researches have also proven that podcasts are very useful sources and easy to be downloaded which provide students with authentic materials so they can broaden their knowledge and allow them to practice their listening (Artyushina et al, 2011; Kan, 2011).

Perception toward Podcasts

The application of Podcasts in English classroom has influenced students' English skills as well as their perception toward it. Beside reports on students' English skills above, several scholarly works revealed both students and teachers' perception on the use of Podcasts in English language teaching. A group of studies concluded that students have positive response toward learning English through podcasts (Vaezi & Desmet, 2014; Chin&Lin, 2011; Kim & King, 2011; Heilesen, 2010; Kavaliuskine & Anusiene, 2009; Fernandez, Simo &Sallan, 2009).

Moreover, Putman and Kingsley's (2009) developed a study asking science students perception toward the use of podcast in English classroom. The findings revealed that podcasts help students to enrich their science vocabulary as well as motivated them to learn vocabulary. Similarly, Both Borgia (2010) and Putman & Kingsley (2012) reported that podcasts enable students to gain more vocabulary and reinforce them to learn vocabulary at their own pace. In addition, Cross (2014) found that podcasts can promote students' autonomous learning. By giving students regular guidance and feedback on the use of podcasts, they are able to develop their listening ability.

Kavaliuskine & Anusiene(2009) indicated that students have positive feedback on podcasts, shown by their high appreciation to the utilization of podcasts in English classroom and their extensive use of podcasts in listening practice. Also, Students' enthusiasm in using podcast as learning sources shown by their efforts to downloading podcasts frequently, listening to it regularly as for listening practice and entertainment. Some studies also concluded that podcasts enhance students' motivation due to its various and interesting topics (Heilesen, 2010; Fernandez et al,2009; Evans; 2008)

METHODOLOGY

Population and Sample

The population of this research are 270 high school students in Jakarta, Indonesia. The sample is 60 students of grade ten at SMA Angkasa 2 in the Academic Year of 2017/2018. They are split into two classes, consisting of 30 students as experimental class and 30 students as a control class.

Instrument

The instrument used in this research are objective test, lesson plan of listening which treated to students for sixteen meetings, and survey questionnaire.

Data Collecting Technique

Data were taken from experimental class and control class. The data was collected from instrument in form of 30 multiple choice of question items for post test. Then, 10 items of survey questionnaire was used to gather studnets' perception toward the use of podcasts in English teaching subject.

Data Analyzing technique

The quantitative data is analyzed by using One Way ANOVA. For the sake of accuracy the data were calculated by SPSS 20 Version. To obtain better result, the objective test were analyzed by using validity, realiability, index of difficulty and discrimination power. In addition, the survey questionnaire is analyzed by likert scale.

FINDINGS

Below is descriptive statistics from the result of post test which calculated by SPSS 20

Table 1: Descriptive Statistics

		Experiment	Control
N	Valid	30	30
	Missing	0	0
Mean		76.7000	67.7000
Std. Error of Mean		1.64502	1.76306
Median		78.0000	66.0000
Mode		80.00	60.00
Std. Deviation		9.01015	9.65669
Variance		81.183	93.252
Kurtosis		.031	-.962
Std. Error of Kurtosis		.833	.833
Range		36.00	35.00
Minimum		60.00	50.00
Maximum		96.00	85.00
Sum		2301.00	2031.00

It can be seen from the table above that experiment class obtained higher score in mean, median, mode and minimum and maximum score than control class. In addition, it is clearly shown that students who were taught by using Podcast has higher score in range, minimum and maximum 36, 60, and 96 respectively over control class. This indicates that experimental class gained better result in listening achievement

To be more comprehensive, below is the result of One Way ANOVA using SPSS 20 applied to experimental and control class.

Table 2: One Way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	501.621	1	501.621	7.581	.010
Within Groups	1852.679	28	66.167		
Total	2354.300	29			

From the analysis by Anova test, sig. value 0.010 is lower than < 0.05. Therefore, H_a was accepted and $H_o$was rejected. Obviously, there is a significant impact of the usage of podcast on students' listening comprehension. Furthermore, degree of freedom (df) (1:60), namely (4.00) used in this research and yielded the value of $F_{observed}$ 7.581 which is **higher than**>F_{table} 4.00. This score also supported the hypothesis that students' listening comprehension of experimental class was influenced by podcast

Results of Questionnaire

Table 3: Students' rating of their use of podcasts

No	Questions	Responds				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel that my listening skill improve after listening to Podcasts.	5%	80%	10 %	5 %	0 %

2	Using podcast enhance my motivation in learning English	20 %	60 %	20 %	0 %	0 %
3	I find a difficulty to understand what the speaker says.	0 %	5 %	20%	45 %	30 %
4	Podcast offers authentic materials of English listening	60%	30 %	10 %	0 %	0 %
5	The tasks and activities in podcasts are interesting	70 %	25 %	5 %	0 %	0 %
6	Podcasts is very portable and easy to use	25 %	70%	3%	3 %	0 %
7	Podcasts is not effective in terms of time	0 %	10 %	10 %	40 %	40 %
8	Podcasts duration is appropriate for us to concentrate on listening	75 %	10 %	10 %	5 %	0 %
9	My vocabulary is enriched after listening to podcasts	70 %	20 %	10 %	0 %	0 %
10	I recommend teacher to use podcasts in teaching listening	70 %	10 %	20 %	0 %	0 %

From the questionnaire above, majority of students felt their listening skill improves after listening to podcasts. Moreover, 80 % students (60 % agree and 20 % strongly agree) in agreement that podcasts can enhance their motivation in learning English. Eventhough podcasts offer many benefits, few students found difficulties to understand the speech or conversation. This is shown by 5 % of students chose agree and 20 % neutral. In terms of its authenticity, most students thought that podcasts provide them with authentic materials of English listening. Then, vast majority of students (70 % strongly agree and 25 % agree) perceived that the tasks and activities presented in podcasts are interesting. Most students agreed that podcasts are portable and easy to use. Regarding the effectiveness of podcasts, 80 % of students agree while there are still 10 % says it is not effective and 10 % of students stay neutral. Eventhough many students felt that the duration of podcasts is enough for them to concentrate on listening, there are 5 % who did not agree and 10 % chose neutral. Interestingly, 90 % of students admit that their vocabulary is enriched after listening to podcast. Lastly, almost all students recommend teacher to use podcast in their listening classroom.

DISCUSSION

The result above showed that podcast has significant effect on students' listening comprehension. The higher score achieved by experimental class has proven the effectiveness of podcast as media to improve students' listening achievement. This fact clearly proven that the use of English podcasts in teaching listening gives significant impact to students' listening comprehension. This result confirms several studies in which students who were taught by podcast performed better in listening comprehension skill than those who did not taught by podcast (Al Qasim & Al Fadda, 2013; Kavaliauskienė 2008; Ahmed, 2016).

Moreover, this study found that students in experiment class has high motivation to study English by using podcast due to the features provided by podcast such as various ELT classroom activities. Specifically, podcast offers students opportunity to enthusiastically respond to teachers so the levels of their learning speed up desirably. Some exercises and assignments of podcasts motivates students to use their creativity as well as to sharpen their listening skill. This motivation can be seen directly from students' enthusiasm during treatment period using podcast media in the classroom. This finding is in line with Morri's (2010) study that podcast can be a way to help students in listening comprehension in which students use their imagination and build pictures of who and what they are listening to in their head. By incorporating podcasts into English teaching, students develop their proficiency in Listening and English as general. Therefore, podcasts can be used as main sources or supplementary tools as suggested by previous research (Istanto, 2011, Abdous, 2009; Lee & Chan, 2007).

Regarding to the result of questionnaire, it is obviously seen that podcasts impressed students with its meaningful and appropriate content for listening, portability and benefits for students. First, students are exposed to new vocabulary and content knowledge through activities and tasks of podcasts. Therefore, students felt that their listening comprehension is improved as well as vocabulary. Similar results found that students have chance to learn new vocabulary and content knowledge from listening materials (Putman & Kingsley, 2012). Another interesting activity done by the students during treatment period such as sharing, discussion, acting out and group competition to answer listening tasks. Students are excited to learn listening from different topics of podcasts. This was inferred that students' vocabulary is improved due to their exposure to various topics of materials through podcasts (Chan, Chi, Chin, & Lin, 2011). This result supported the idea of teaching the language skills can be integrated not only listening but also vocabulary and speaking skill. Furthermore, students perceived that activities in podcasts are very engaging and connect tightly with real life situation so it enables them activate their critical thinking, creative thinking and problem solving skills. For this reason, students felt that working on podcasts assignments are very interesting and somewhat challenging. Through the fun and challenging situation, students felt motivated to complete listening activities and finish listening tasks.

Regarding to its portability and easiness, students felt the effectiveness of using podcasts both inside and outside of classroom for listening exercise during class activities and for their leisure time. Podcasts audio is easy to use. Students mentioned that it can now be downloaded through students' Smartphones which makes them easy to access it anytime. Concerning with the use of podcast in EFL teaching, Szendeffy (2005) stated that podcast provide students and teachers with great full access and integration of material than tape recorders or videocassettes. In this study, accessibility and easily of podcast can be perceived by both teacher and students. Download materials (audio podcasts) from some websites can be done and used easily in classroom as well as conducting activities. Students were asked to write the difficult vocabulary they heard from the audio, find the meaning then correct meaning and spelling after they got the audio script.

Furthermore, studentss perceived that podcasts offer effectiveness in time and duration. During treatment, audio listening material is presented in 3 to 5 minutes and students enjoy listen to any topics within this duration. This notion is supported by Constantine (2007) that students benefit from 3-5 minutes podcasts every day. Another important point found in this study is the benefits offered by podcast to boost students' listening comprehension. Podcasts can stimulate students become more imaginative, enriches students' vocabulary and help them

to learn new things which is hard to find in traditional classroom (Lee, 2009).

In this study, students' enthusiasm appeared when they pay full attention to answer teachers' questions directly and through assignments as Salmon and Edrisingha (2008) point out that the sign of successful teaching is to holding students' attention. Similarly, students' enthusiasm was clearly shown by their request and activity since the first meeting. Students requested more audios for the next meeting and they initiate to write a personal journal about podcasts they have listened as an exit slip before they leave the classroom in first meeting. Most students preferred the audio listening materials with topics of cultures and academics.

Although this study yielded positive impact of podcast on students' listening comprehension, few individual cases can not be ignored in terms of the result of post test score. Scaffolding is needed for those students who have low scores even in experimental classroom. Eventhough students recommend teacher to use podcasts in teaching listening, it is essential for teachers to choose appropriate podcasts audio with the lesson topic, manage time and frequency of using podcasts and preparation. The findings also showed that it is important for teacher to use appropriate instruction in order to have maximum result. Podcasts will convincingly assist teacher and students in learning English particularly in listening process activity.

CONCLUSION

The findings revealed a positive result regarding the effect of podcast on students' listening comprehension in EFL teaching and learning. More precisely, it is found that podcasts can improve students listening comprehension. The success of podcasts, however, depends on the teachers' competence with the use of such e-tool and the appropriate selection of the materials in a way that guides the learners to meet the learning objectives. To put in a nutshell, podcasts play a significant role in both teaching and learning. The revealed results have served the primary hypothesis, which is podcasts in EFL classes will improve students' listening comprehension skill. The result led to conclude that it is a reliable and relevant tool to for listening practice and for improving EFL learners' vocabulary. For the sake of integrating podcasts in EFL teaching and learning at school, the following recommendations need to be regarded; time allocation, availability of electronic tools in schools, and teacher with technology competence

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Glossary

EFL: English Foreign Language
UIA: Universitas Islam As-Syafi'iyah

Appendix

Appendix 1. Sample of Podcasts treated in Experimental group
Appendix 3. Statistical Result of one way anova
Appendix 2 Survey Question for students' perception on the use of Podcasts

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SELF-MONITORING SHEETS FOR SPEAKING: STUDENTS' PERCEPTIONS

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Abstract
As future teachers, the students of English language education Study program should be able to speak English fluently. There are various ways to improve students' speaking skills, and one of them is by using self-monitoring sheets. The purpose of this study is to discover students' perceptions on using self-monitoring to improve their speaking skills. Two types of self-monitoring sheets were distributed. Then, to gather students' perceptions, the questionnaires were distributed to 27 students in the class. Interviews with 5 students with different perceptions were also conducted to get deeper understanding of students' perceptions. The result of this study showed that most of the students have positive perceptions on using self-monitoring. As a result, the students want to use the sheets in the future. However, there was also a small number of students who did not agree with the positive perceptions.

Keywords: self-monitoring, speaking, perceptions

INTRODUCTION

As the government has launched ASEAN Economic Community, there is urgency for citizens to master English speaking skills as a language that connects all countries. This requirement is also applied to English Language Education Study Program (ELESP) students of Sanata Dharma University (SDU), Indonesia. As future teachers, the students should master English speaking skills to compete in this competitive world, and especially to teach. Thus, ELESP conducts in total 8 speaking courses – including pronunciation courses- to help the students speak English fluently (Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma, 2012).

There are various ways to improve speaking skills. Choosing the best learning strategies for students can be a tool for enhancing their speaking ability. Self-monitoring as a metacognitive strategy is an essential part in speaking. As Goh and Burns (2012, as cited in Hapsari, 2017) state, "there are three stages of speech production: conceptual preparation, formulation, and articulation. Those stages are based on self-monitoring" (p. 3). These statements mean that self-monitoring cannot be separated from self-monitoring.

However, when I was in semester 5 in the undergraduate program, I conducted a small research on ELESP students' learning strategies for their speaking skills. I distributed questionnaires to class D, semester 5, batch 2013 to find out the variations of learning strategies used by the students to improve their speaking skills. I provided three strategies from O' Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1985). They were metacognitive strategies, cognitive strategies, and socio-affective strategies. For the metacognitive strategies, I provided monitoring strategy in the questionnaires. Unfortunately, the results showed that not many students used monitoring strategy. This result triggered me to familiarize the students with monitoring, especially self-monitoring.

In order to introduce the students to self-monitoring, in April 2017, I conducted a research on using self-monitoring sheets to improve students' speaking skills. In the research, I designed two kinds of self-monitoring sheets. The sheets was designed because monitoring is an abstract process.

Anderson (1983, as cited in O'Malley & Chamot, 1990) states that "monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available information" (p. 48). It can be seen from the statement that monitoring process happens inside one's mind. Hence, I produced two self-monitoring sheets to assist the students in monitoring their speaking performances.

This study is a part of my previous research. After I distributed the self-monitoring sheets, I would like to find out students' perceptions on using the sheets. Researching students' perceptions in using self-monitoring sheets is essential in the implementation of monitoring strategy because when the students have positive perceptions, the implementation will have positive result. This is in line with Miner (2007) who states that "people select, organize, and change stimuli around them as they learn new behaviours; they also anticipate consequences of their acts—rewards and punishments, for instance—and their behaviours are motivated accordingly" (p. 86). Accordingly, the research question of this study is: What are English Language Education Study Program students' perceptions on using self-monitoring sheets for their speaking skills?

LITERATURE REVIEW

Self-Monitoring

Self-monitoring is a strategy which belongs to metacognitive strategy. Metacognition itself consists of some strategies which go beyond cognitive strategies (O'Malley & Chamot, 1990; Oxford, 1990). Self-monitoring requires students' ability to monitor their own performances to achieve better performances (Brown, Bransford, Ferrara, & Campione, 1983, as cited in O'Malley & Chamot, 1990). Oxford (1990, as cited in Hapsari, 2017) adds that monitoring refers to "an action which students monitor their own errors in language skills. The term *monitor* here means notice and correct" (p. 13).

In addition, monitoring strategy can also be involved in behavioral management strategy. As a behavioral management strategy, monitoring requires students to collect data on their own behavior in order to decrease inappropriate behavior and/or increase appropriate behavior (Armstrong & Frith, 1984; Lalli & Saphiro, 1990; Webber, Scheuermann, McCall & Coleman, 1993). Moreover, Schunk (2001, as cited in Rafferty, 2010) states that "self-monitoring is considered to be one of the first steps to self-regulated behavior" (p. 52).

There are some benefits offered by using self-monitoring strategy. According to Armstrong and Frith (1984, p. 9-12), there are at least three benefits:

1. "Facilitates the Learning of Responsible Behavior"
   Armstrong and Frith (1984) state that "not everyone is fortunate enough to mature in an environment that offers a wide range of successful experiences and social reinforcement" (p. 9). It means that by using self-monitoring, everyone has equal chance to be responsible of his own behavior.
2. "Maximizes Use of Teacher Time"
   By using self-monitoring, the teacher will not spend much time to analyze each student's strength and weaknesses. Thus, the teacher can use the time to teach maximally.
3. "May Improve Self-Awareness"
   As the students are taught to be responsible for their own actions, the students will be able to distinguish the impacts of their actions. By knowing what actions will bring them good or bad impacts, the students will be able to improve their self-awareness.

The Implementation of Self-Monitoring

Rafferty (2010) state that there are some steps to implement self-monitoring in the class. Generally, the teacher should do an

observation of students' misbehavior that could be the target behavior. Then, the teacher sets some target behavior and check whether those target behavior are suitable to be implemented. After having the target behavior, the teacher should decide when to implement the self-monitoring. The time of self-monitoring implementation will determine the medium of self-monitoring. Rafferty (2010) suggests that there are two possible times of self-monitoring. It could be during the lesson, or after a lesson. Then, before implementing the self-monitoring to the students, the teacher should explain the importance of using self-monitoring to the students, as well as teaching the students how to use the self-monitoring. After conducting self-monitoring, the teacher should keep a record of students' self-monitoring, to track whether the target behavior is achieved.

Perception as Seen in Organizational Behavior

According to Miner (2007), perception in organizational behaviour is a response of someone towards stimuli. He also states that, "People select, organize, and change stimuli around them as they learn new behaviours; they also anticipate consequences of their acts—rewards and punishments, for instance—and their behaviours are motivated accordingly" (p. 86). In addition, McShane & Von Glinow (2005) state that "perception is the process of receiving information about and making sense of the world around us" (p. 76). Thus, it can be concluded that perception is the process which people think and make sense of the stimuli around them.

Perceptual Process

McShane & Von Glinow (2005) state that the reality that everyone sees now is the result of perceptual process. Perceptual process itself is the process of making perception of various stimuli that people get. McShane & Von Glinow (2005) illustrate the perceptual process as in Figure 1:

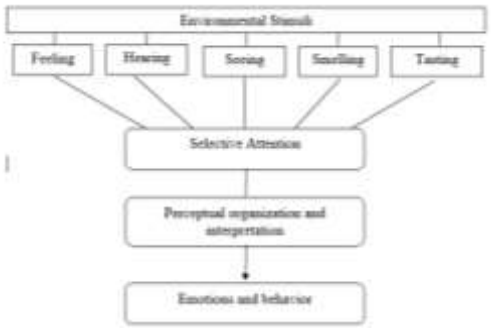

Fig. 1 The perceptual process (McShane & Von Glinow, 2005)

Figure 1 shows the process of making perceptions. The stimuli around people are accepted through senses. Then, those stimuli are filtered in selective attention stage. McShane and Von Glinow (2005) define selective attention as "the process of filtering information received by our senses" (p. 77). Hereafter, those stimuli are organized and interpreted. McShane and Von Glinow (2005) explain that this stage requires people to put those stimuli into groups or categories which help people recognize missing information. This stage is influenced by people's prior knowledge, or by McShane and Von Glinow (2005) is mentioned as mental model. In accordance, mental model is defined as "the broad worldviews or "theories-in-use" that people rely on to guide their perceptions and behaviors" (p. 78). The result of organizing and interpreting here is what affects humans' emotions and behavior toward the stimuli.

Perceptual Errors

There are some processes that interfere the perceptual process. Those processes are called perceptual errors (McShane & Von Glinow, 2005). There are at least three perceptual errors. They are self-fulfilling prophecy, attribution, and stereotyping. However, the process which happened in this study is attribution theory. McShane and Von Glinow (2005) define attribution theory as "the perceptual process of deciding whether an observed behavior or event is caused largely by internal or by external factors" (p. 85). According to the theory, the reason someone does a particular behavior comes

from the person himself like ability or motivation, or comes from the outside like resources or others.

METHODOLOGY

This research was a summary of the researcher's undergraduate thesis, investigating the use of self-monitoring to improve students' speaking skills. Then, this research only included one research question regarding students' perceptions on using self-monitoring sheets. Related to the aim of this research which was to find out students' perceptions, this research was a qualitative research.

Research Participants

The participants of this research were the students of Critical Listening and Speaking (CLS) II class, Class A, semester 4, batch 2015. Actually, there were 29 students in the class. However, in every meeting, there were always 2 students who were not present. Thus, there were only 27 participants in this research.

The students of CLS II class were chosen to be the participants of this research because the students are expected to have mastered English speaking aspects, such as pronunciation and grammar. In this class, the students are not only required to do conversational speaking, but also public speaking. So, the speaking aspects which were researched would be easily detected.

Data Gathering and Data Analysis

To gather the data, I first distributed the self-monitoring to the students for three times in three weeks. The self-monitoring consisted of some speaking components which were limited to grammar, pronunciation, vocabulary, and fluency. Those items were selected because those items were the basic components in speaking assessment (Blaz, 2001). I provided some options for the students to tick one box that suited their performances the best. For example, the students were asked to tick one box whether their grammar on that day was good, so-so, or bad. Besides, the self-monitoring sheets also gave students chances to set their targets on some speaking aspects in the form of percentages.

After filling the self-monitoring, I distributed questionnaires to the students to gain general data of the students' perceptions on using self-monitoring sheets. The data from the questionnaires were put in the table. Then, I analysed students' speaking ability as well as students' perceptions on using self-monitoring to improve their speaking skills. Last, I checked the data using the theory of perception and perceptual errors by McShane and Von Glinow (2005).

After analyzing the questionnaires data, I chose 5 students to be interviewed. The participants were chosen based on their responses to the questionnaires. Three students were the ones who stated that they did not feel any improvements from using self-monitoring sheets. The other two students were the ones who felt that they got some improvements from using the sheets. The interview was guided by using an interview list. The interview was recorded and transcribed verbatim. The transcript of the interviews then was analyzed thoroughly to get students' perceptions on using self-monitoring sheets.

FINDINGS AND DISCUSSION

Positive Perceptions: "It Helps Me…"

This study analysed students' perceptions on using self-monitoring sheets for their speaking skills. I found at least four positive perceptions of the students on using self-monitoring sheets. All of these positive perceptions influence each other and they made a domino effect.

First, the students admitted that from self-monitoring activity, they liked the percentage part the most. The percentage part in the self-monitoring sheets required the students to measure their own speaking performances in the form of percentages. After that, the students were also asked to set targets on their speaking performances, also in the form of percentages. If the students liked the percentage part the most, it means the students were fond of measuring their

own speaking performances which is the most important aspect in self-monitoring.

Interviewee 3 stated in the interview that she liked the percentage part the most. She said,

Researcher : From the self-monitoring sheets, what do you like about those sheets?
Interviewee 3 : The percentage
Researcher : Why?
Interviewee 3 : Because when I percentage my speaking progress, I really need to think on how I improve it. I really really need to evaluate myself.

Interviewee 3 said in the interview that she liked the percentage part the most. Her reason is by putting percentages on her performances she could evaluate her speaking performances thoroughly. Moreover, after measuring her performances, she became more responsible of her speaking skills.

The same thing was also stated by interviewee 1 in the interview,

Researcher : So… And what do you like about those sheets and what don't you like about those sheets?
Interviewee 1 : What I like is… The question is… You know like… The sheets give me a chance to fill like the percentage. The percentage like how much percentage that you feel in that day for my speaking skill and I can improve like on the next week, on the next meeting, how much percentage that I hope that I want to be.

Interviewee 1 showed that she liked the self-monitoring sheets because the sheets gave her the chance to assess her speaking performances by putting in percentages. By putting in percentages, she could see whether her performances were good or not. Then, the self-monitoring sheets also included students' targets in the form of percentages as well. Thus, she was "forced" to improve her speaking skills because she could fill the targets based on her own preferences.

The second positive perception is the students agreed that filling the self-monitoring sheets helped them in realizing their strengths and weaknesses in speaking. By filling in the self- monitoring sheets that required the students to measure their own performances, the students were able to distinguish their strengths and weaknesses, like
what interviewee 4 said in the interview:

Researcher: Okay… You know that in the last few meetings, you had been given the self-monitoring sheets. What do you think about those sheets?
Interviewee 4: It helps me to evaluate my progress on speaking. Maybe I feel like I'm worse in the impromptu speech but I think that I improve it on my presentation. Ya, something like that.

It could be seen from the interview that the interviewee thought that the sheets helped her in realizing that she was not good at impromptu speech, but she was good at presentation. So, it means that the sheets were able to help the students distinguish their strengths and weaknesses.

Third, the students felt that they were motivated after filling the self-monitoring sheets. The statement can be seen from what Interviewee 2 said,

Researcher *: So, you know that in the last few meetings in the CLS class, you had been given the self-monitoring sheets. What do you think about those sheets?*

Interviewee 2 *: I think, those sheets evaluate my speaking skills and also like, keep trying to like, motivate me to do more. From the question in the sheets, I should make target of my English speaking skills.*

From the interview, it can be seen that by filling the sheets, Interviewee 2 was motivated to improve her speaking skills. Moreover, the motivation was increased because the sheets required the students to set their own targets. So, besides the students were motivated because they measured their own performances and realized the results, the students were also motivated because they were asked to set targets for themselves. Moreover, in the self-monitoring sheets (the data were not included here), 20 out of 27 students (74%) stated that they wanted to improve their speaking skills more than 70% in the following meeting. It means that the students were high motivated to improve their speaking skills

Fourth, after setting some targets for themselves, the students agreed that they felt more responsible to improve their speaking skills after filling the self-monitoring sheets. From students' responses to the questionnaires, most of the students agreed that the self-monitoring sheets made them more responsible in improving their speaking skills. The distribution of students' answers on the questionnaires can be seen in table 1.

Table 1: Students' responses to the ability of self-monitoring sheets in making them responsible of their speaking skills

"Self-monitoring sheets make me more responsible in improving my speaking skills"	
Answers	**Respondents**
Strongly Agree	9 (33%)
Agree	15 (56%)
Disagree	3 (11%)
Strongly Disagree	0 (0%)
TOTAL	27 (100%)

Table 1 clearly shows that more than half of the students agreed that the sheets made them more responsible in improving their speaking skills. Nine students (33%) chose strongly agree and 15 students (56%) chose agree in the statement. Compared to the number of students agreed to the statement, the number of students who did not agree was considerably small with only three students (11%) chose disagree and no students (0%) chose strongly disagree. It could be seen that the students agreed that they felt more responsible to improve their speaking skills after filling in the self-monitoring sheets.

The positive perceptions from the students actually influence each other. Those perceptions can be included on the domino effect of using self-monitoring sheets. The domino effect started by asking the students to rate their own performances. Webber et al. (1993) states that "self-monitoring refers to the act of recording or rating one's own behavior" (p. 38). The results showed that the students enjoyed measuring their own performances, which was the most important point in self-monitoring, and it was done in the form of putting in percentages. By putting in the percentages, the students realized their strengths and weaknesses. It also raised their self-awareness of their strengths and weaknesses. It was in accordance with Armstrong and Frith (1984) who state that one of the benefits of using self-monitoring is improving self-awareness.

By realizing strengths and weaknesses, the students thought that they should improve themselves. The sheets gave them chances to make their own targets on their speaking skills by asking them to set their own targets in a form of percentages. The targets were

based on their own preferences. The results showed that the students set high targets for themselves. Rafferty (2010) also states that the students who measure their own behaviour will create goals for themselves. When the students made their own targets, they became more responsible in improving their speaking ability. It was possible to happen because they were the ones who set their own targets, so they were "forced" to achieve their own goals. It was in accordance with Armstrong and Frith (1984) who state that one of the benefits of self-monitoring is it facilitates the learning of responsible behaviour. In the theory, Armstrong and Frith (1984) state that by using self-monitoring, the students are given equal chance to observe their own bad behaviour and change the behaviour into good ones. Thus, by setting their own targets, the students were given the chance to fix their own weaknesses and turn the weaknesses into their strengths. Thus, it made the students more responsible of their own speaking performances and improve themselves.

The result of the positive perceptions

Since the students have positive perceptions on the use of self-monitoring sheets, there is a positive result which appears from these perceptions. McShane and Von Glinow (2005) explain that people perceptions will result on people's emotions and behaviours toward the stimuli. As the result of those positive perceptions, the students want to use the self-monitoring sheets in the future.

One additional reason why the students want to use the sheets in the future is the sheets helped the students in recording the data of their performances. Thus, the students would be able to compare their performances and see their progress. Like what Interviewee 1 said,

Researcher : And, do you want to use those sheets in the future?
Interviewee 1 : Maybe
Researcher : Why?
Interviewee 1 : Ya… I'm gonna see like what right now… What the mistakes that I made from that sheets and I can see like how much percentage that… Maybe for the fourth semester, how much percentage that I wanna reach and maybe someday in the next semester, I can see again what I did in semester four and I just wanna improve in the next semester.

Interviewee 1 stated in the interview that the sheets were good. By using the sheets, she was able to see her progress from week to week. Due to this reason, she wanted to use the sheets in the future. She said that she wanted to use the sheets to see her progress from time to time.

Then, there was one student who stated that she wanted to use the sheets in the future if she was a teacher. She stated that if she becomes a teacher later, she will use the self-monitoring sheets to know her students' progress and helped her students to improve their skills. From what she said, it can be concluded that the sheets helped the students in recording the data of their performances. Therefore, it would be easy for the teacher to track students' progress.

This statement could also be seen from students' responses to the questionnaires. One of the results of the questionnaires showed that most of the students agreed that the sheets helped them in recording the data of their performance. The distribution of students' answers can be seen in table 2.

Table 2: Students' responses to the ability of self-monitoring sheets to record the data of their performances

"Self-monitoring sheets helped me in recording my data"	
Answers	**Respondents**
Strongly Agree	4 (15%)
Agree	19 (70%)
Disagree	3 (11%)

Strongly Disagree	1 (4%)
TOTAL	27 (100%)

It can be seen from the table that most of the students agreed that the sheets helped them in recording the data of performances. Overall, 23 out of 27 students (85%) agreed with the statement. The number of the students were divided into 4 students (15%) chose strongly agree and 19 students (70%) chose agree.

The capability of the self-monitoring sheets to record the data of students' performances was what made the students wanted to use the sheets in the future. This recording might be used to monitor one's own progress and to set some targets in the future as well. It is in line with Rafferty (2010) who states that there is a good connection between self-monitoring and graphing. Graphing here means collecting the data and putting them into a chart or a graph. In addition, a research which is done by DiGangi, Maag, and Rutherford (1991, as cited in Rafferty, 2010) also states that there will be better results in using self-monitoring and graphing. As a conclusion, it is in accordance with students' perceptions that they wanted to use the sheets in the future because the sheets helped the students in tracking their progress in speaking with hope they could improve their speaking skills.

Other Perceptions: "I thought practicing is the only way…"

Although the majority of the students had positive responses on using self-monitoring sheets, there were some students who had different perceptions. From the five interviewees, there were three students who stated that they did not feel any improvements after filling the sheets. Two of them (later mentioned as group A) stated that the reason behind their statements was because the only thing that could helped them improve their speaking skills was practicing. The other one (later mentioned as group B) stated that her reason was because her lecturer did not use the self-monitoring sheets. She stated that if her lecturer also used the sheets, it would be very impactful on her. If their perceptions are seen from the theory of perception, it is normal to happen because it is in line with the theory of attribution theory. The theory states that attribution theory is "the perceptual process of deciding whether an observed behavior or event is caused largely by internal or external factors" (McShane & Von Glinow, 2005, p. 85).

Seen from the theory, the students from group A thought that the self-monitoring sheets were not impactful because they lacked motivation from themselves. They thought that practicing was the only thing that could improve their speaking skills, so they had no interest in self-monitoring sheets. Thus, the perception of the students was attributed by internal factors.

Meanwhile, the student from group B stated that the sheets were not impactful on her because her lecturer did not use it. Thus, there was no one who would remind her to improve her speaking skills. As a result, she stated that she did not get any improvements after filling the sheets. According to the theory, the external factor, which was the absence of using self-monitoring by her lecturer, attributed to her perception. Thus, this phenomenon is called external attribution. So, it could be concluded that different perceptions among students was normal to happen because some perceptual errors occurred in the process of making the perceptions.

CONCLUSION

As a conclusion, the students had good perceptions on using self-monitoring to improve their speaking skills. There were at least four positive responses from the students. First, the students liked the measurements part the most, which was the most important point in self-monitoring. Second, the students agreed that the sheets helped them in realizing their strengths and weaknesses. Third, the students agreed that the self-monitoring sheets motivated them to

improve their speaking skills. Fourth, the students agreed that the self-monitoring sheets made them more responsible to improve their speaking skills. Those four good perceptions influenced each other. Thus, those good perceptions were made into a domino effect of using self-monitoring sheets. As the result of the positive responses, the students wanted to use the sheets in the future. The reason why they wanted to use the sheets in the future was the sheets helped them in recording the data. There were also some students who had different perceptions on using the sheets. As a result, they did not want to use the sheets in the future. However, the number of the students was not significant. Hence, it can be concluded that the students had positive perceptions on using self-monitoring sheets to improve their speaking skills.

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STUDENTS' READING STRATEGIES IN COMPREHENDING ACADEMIC READING: A CASE STUDY IN AN INDONESIAN PRIVATE COLLEGE

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Abstract
This study was intended to find out the certain strategies which were used by low level and high level English proficiency students in comprehending academic reading and the aspects which influence students' reading comprehension. The methods of the research used a qualitative approach based on the theory of case study. The data were collected by using interviews, documentary studies and questionnaire. The data were analyzed using data reduction, data display and conclusion drawing. The results of this study showed different strategies using between low and high proficiency students. Moreover, the result also showed that there are five aspects which influence students' reading comprehension such as, motivation, linguistics competence, interest, characteristic of the text and the last is environment role.

Key words: Reading strategies, comprehension and academic reading

INTRODUCTION

Reading is one of the important skills in language learning because reading is a way to gain any new knowledge and raise the information which involves thinking process. Nevertheless, there are many students in Indonesian who tend to dislike reading because of lack interest and motivation to read a lot, so their comprehension is extremely poor. This is proven from the result of Progress in International Reading Literacy (PRILS) in 2006 mentioned that Indonesia is on the 41st rank of 45 countries in reading ability (cited in Litbang Kemdikbud). It means that Indonesian students' reading ability is still awfully low and far from the expectation.

Actually reading is a must for the students no matter the level of proficiency they have, but the problem is most of them cannot comprehend well the whole meaning of the text especially for academic materials which usually has long paragraphs and a lot of unfamiliar words, as comprehension is a difficult process and it needs students' background knowledge. Thus, comprehension will not merely occur without using any strategy because in reality the use of strategy in reading will help the students understanding the text and overcome the problem or gap knowledge when doing reading activity, so their comprehension is improved. It was proven from Rong and Xiaome's statement (2006 cited in Khairiyani 2012, p. 1) who said that since the late of 1970's, reading strategy has been considered as one of fundamental factors that promote students' comprehension improvement in reading.

Besides, learning strategy will show the way a person learns. Furthermore, learning strategy is linked with the way a person processes and perceives information in learning situations. Therefore, implementing reading strategy in comprehending academic materials is a must especially for lower language learners because without using strategy they will feel difficult to take the gist from the text. According to O'Malley and Chamot (1989 cited in Jou 2015, p. 181),"the

major obstacle for successful language learning is that learners do not apply the learning strategies effectively". That is why a lot of students are failed in learning and do not have proper motivation to learn better.

Since many universities' academic materials written in English, English reading proficiency becomes an extremely important requirement for the students. The students are expected to understand what they read regardless of the subject matter they study. Dealing with this situation, normally the students of tertiary level should already have the proper ability to comprehend the text well and able to get the gist from every single academic reading they read, because as known that the students have learnt English for approximately six years since they were in junior high school level. Moreover, there are some of them who probably have learnt English since they were in elementary level. Therefore, they should have better quantity of the vocabularies in their minds, better English proficiency, and particularly for the use of reading strategy, so they can comprehend any kinds of text easily and efficiently. Due to those findings, the researcher has been encouraged to investigate this problem. The researcher is going to conduct a research entitled" Students' Reading Strategies in Comprehending Academic Reading at First Semester of LP3I Business Collage in Cilegon.

Reading is the activity to interpret the information from the text which is read by the reader. In fact, reading is one of activities that no easy to do by some people. The reader should pay attention to book/reading text which they read, in order to get the information about something which they need. According to Grabe and Stoller (2002, p. 9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." In the line with this, Bamford and Day (1998, p. 9) said that reading is building up the meaning from a printed or written text, so the reader know the content of the text in detail. Reading is very useful for students' language achievement, they can know many information and important knowledge from what they read. In accordance with this, Brown (2007, p. 99) said that reading is useful for language acquisition, the more they read, the better they get it because reading has positive effect on students' vocabulary knowledge, on their spelling and writing.

Reading comprehension is reading to take a crucial gist from the text, so the readers can fully know and understand about the content of the text itself. According to Grellet (1981, p. 3) "reading comprehension is extracting the required information from it as efficiently as possible." Similarly, Koda (2005 cited in Grabe 2009, p. 14) argued that comprehension occurs when reader can take out and put together various information from the text and combines it with what is already known. Thus, when someone tries to comprehend the text it means that she/he combines her/his previous knowledge with the recent information that she/he got in reading text, in order to get the goal of her/his reading, because one of the purposes of reading comprehension is to obtain the information which is required or available in text reading. "The reader comprehends by actively constructing meaning internally from interacting with the material is that read" (Anderson and Pearson 2000, p. 52). Hence, the essence of reading comprehension is that the readers are able to interact with the text to obtain the required information.

According to Oxford (1990) "reading strategies are important for language learning because they are tools for active, self-directed involvement which is essential for developing communicative competence or specific action taken to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation." According to Abbott (2006, p.637), reading strategies are "the mental operations or comprehension processes that readers select and apply in order to make sense of what they read." The term of 'reading strategy' is specific tactics carried out by the reader in order to comprehend the intended meaning. Research studies have

demonstrated that successful language learner in reading comprehension does not happen automatically. It depends mostly on the intentional reading strategy use.

A successful learner is aware of his strategy use and why he uses strategies. They make use of strategies more frequently than less successful readers do. Moreover, they always coordinate and change those strategies when it is necessary, they can also distinguish between important information and details as they read. "There are researches on reading development have shown that good readers use strategies that are not used by poor readers (Grabe and Stoller, 2002)."

However, less competent readers are not well aware of selecting appropriate strategies or decide on how to connect them to have a useful strategy although he/she is able to describe his/her own strategies. Thus, overall improvement in reading comprehension is depend on the improvement of skills and strategies and explicit training of strategies has often led to successful reading comprehension (Barnett, 1988, p.150-162). Furthermore, the factors which make a strategy effective can be sorted as: (a) who is employing it, (b) how consciously it is employed, (c)what kind of text is being read, (d) when it is being employed, and (d) why it is being used (Carrell, 1998; Farrell, 2001). In other words, what is being good for one student may be different for another student because the strategy is used based on the students' need. Similarly, whereas a strategy can be useful for a reader with a specific text, it may not be a suitable tool with another text when the purpose of reading is different. Moreover, Richards and Renandya (2002, p. 125) argued that there are many factors which influence the use of particular strategies such as, maturity, comprehension of one's own learning style preferences, and previous experiences.

The notion of reading strategies had been conducted by some researchers, such as Shokrpour (2012), Peishi (2014), Razak and Amir (2011), Yukselir (2014), Saengpakdeejit and Intaraprasert (2014) and Omar (2014)

Firstly, the study was conducted by Shokrpourin 2012 entitled *"The Reading Strategies Used by Iranian ESP Students to Comprehend Authentic Expository Texts in English".* This study aimed to investigate reading strategy used by Iranian ESP students when they read authentic expository texts in English. There were 81 students from different major in medical science university participated in this study, their age ranged between 18 and 21 years old. The participants all spoke Persian as their mother tongue language and all the participants had been studying English for eight years. Furthermore, the study was conducted quantitatively and the data were collected by using questionnaire then analyzed by descriptive statistic and One Way ANOVA. This study used Survey of Reading Strategies (SORS). This Survey classifies reading strategies into three categories: *global, problem solving, and support* strategies. The finding showed that the participants were moderately aware of reading strategies and themostfrequently used strategies were support strategies, followed by global strategies, and then problem solving strategies. The Iranian ESP students used the reading strategies differently according to their academic majors.

Secondly, the study was conducted by Peishi in 2014 entitled *"The Investigation of Reading Strategy Use of EFL Learners in Different Background Knowledge Texts"*. This present study investigated the reading strategy which used by the students with different background (familiar and unfamiliar) reading text. There were 61 college students from a University of New Taipei City were involved in this study to complete the reading strategy questionnaire related to background knowledge for different background reading passages. The study was conducted quantitatively and qualitatively by using questionnaire and interview as data collection technique. Then, the result showed that all of the subjects use different reading strategy when they read

different background reading text, and if it was compared the students tend to use more strategies in comprehending familiar reading text. For instance, they used more main idea, vocabulary, and background strategies when they read familiar passage than unfamiliar passage.

Thirdly, the study was conducted by Razak and Amirin 2011 entitled *"A Study on Students' Perception of Reading Strategies While Comprehending an Academic Text by UTM Students"*. Therefore, the aim of this research is to identify the perception of first year students of University Technology Malaysia, Skudai towards the reading strategies while comprehending an academic text and reading strategy used by low and high proficiency students. The respondents of this research are first year students who are taking UHB 1412 (English for Academic Communication) course from various faculties in UTM for the 2008/2009 session which consists of 60 students. This study was conductive qualitatively by using interview and questionnaire as the sources in collecting the data. The study showed that the students' perception on their preference of using reading strategy both high and low proficient students are almost same. Furthermore, based on this research, it was found that the students used the three reading strategies as proposed which are cognitive, metacognitive and social reading strategies while comprehending the text that they read. However, based on the result found the high proficiency students used all three reading strategies proposed by the researcher while for the low proficiency students, all of them frequently used metacognitive reading strategies.

Fourthly, the study was conducted by Yukselir in 2014entitled *"An Investigation into the reading strategy use of EFL prep-class students"*. This study aims to reveal what kind of reading strategies are generally used by pre-intermediate level of students enrolled in the School of Foreign Languages, Osmaniye Korkut Ata University. Also, this study tries to find out whether there are gender and department differences among the participants. The population of this study consisted of 65 prep-class students. The data collected from the questionnaire was analyzed statistically. The results of the analysis indicated that students tend to report use of reading strategies with great frequency. They used 14 reading strategies, three of them belong to before reading and the rest of them belong to while reading section. However, these reading strategies do not differ in terms of their gender but their departments have an effect on the students' reading strategy use.

Fifthly, the study was conducted by Saengpakdeejit and Intaraprasertin 2014 entitled *"Reading Strategy in Foreign Language Academic Reading: A Qualitative Investigation*". The purpose of this study was to investigate how EFL undergraduate students do to improve their reading comprehension, solve the problems encountered while reading, and overcome comprehension failures. The study was conducted qualitatively by using semi-structured interview as the main source in collecting the data and analyzed by open and axial coding technique. There were thirty 39 students from four different universities who are participated in this study. The data of this study clearly shows that the participants had an awareness of their activities while reading English academic materials. The information provided by 39 participants revealed that English academic reading in the tertiary level was a complex process in which they consciously employed the number of reading strategies to make them easier in comprehending the text. They employed these strategies in order to comprehend an English academic text by improving their reading skills, solving the problems encountered while reading, and overcoming reading comprehension difficulties. Moreover, the data showed that some participants are relied more on dictionary to help them in comprehending the text, while some others used employing contextual clues, discussion with classmates and friends, and help of peers or teachers as ways of

achieving comprehension of English academic texts.

Last, the study was conducted by Omar in 2014 entitled *"An Investigation into the Reading Strategies of ESP Students in the College of Medical Sciences at Umm Al-Qura University."* This study was intended to investigate reading strategy used by a group of medical science students enrolled in an intensive ESP program. The sample is composed of 24 students from the college of medical sciences at Umm AL Qura University. Results obtained through a questionnaire and think – aloud protocol. The result showed that the students frequently used seven strategies in reading comprehension. Two of them belong to pre-reading activity (relating the title and illustration to the text and thinking about previous knowledge), five of them belong to while-reading activity (check the dictionary only for important words, contextual guessing, using grammatical clues to guess the meaning, skipping unknown words and rereading a sentence if not understood), while few of them did not use post-reading activity.

METHODOLOGY

This study is using qualitative methode. The participants of this study were 22 students consisting of 13 females and 9 males at third semester majoring in Business Administration. Based on preliminary research, the researcher found the data that this class was mixed ability level in English proficiency. This study used triangulation to collect the data, such as interview, questionnaire and documentation. Data analysis was carried out by following these procedures; data display, data reduction and conclusion drawing.

FINDINGS AND DISCUSSION

Table 1: The Result of Students' Strategies Taken from Interview and questionnaire Part

No	Students' Level	Strategies
1	Low Achievers	• Imagine the title of the text and make an illustration on it • Translating every unknown word • Asking their classmates if found unfamiliar words • Translating word by word into bahasa • Try to memorize the main information without writing it • Rereading the text to find out certain information • Having small discussion to convince their understanding and sometimes make/answer the questions.
2	Moderate Achievers	• Trying to skim the text • Relate the content of the text with their previous knowledge • Translating only for the most important word • Trying to open dictionary if found unfamiliar words then they ask their friends if they feel not confidence • Never translate word by word • Taking note on every important information of the text • Rereading the text to find out important information • Having small discussion with their classmate to convince their understanding
3	High Achievers	• Paying attention more on title of the text • Trying to focus on the first sentence of the text

	• Relating the content of text with their previous knowledge • Identifying the questions of the text • Translating only for the most important words • Trying to guess the meaning first by looking at the sentence around it then open dictionary to clarify their understanding • Never translate word by word • Paying attention more on grammatical clue • Try to write every single crucial information or clue of the text • Think aloud and make guess • Having small chat with their partner to convince their understanding • Try to make or answer the questions well

Based on the data analysis of interview and questionnaire the researcher found that the students employ some strategies in comprehending academic reading along with their different reason on using it. The students used their own reading strategies to help them understanding the text and overcome the problem when doing reading activity. The three students' level frequently used various reading strategy which is in several cases different from one to another.

The low achievers tended to use several strategies such us imaging the title of the text and make an illustration on it, translating every unknown word, asking their classmates if found unfamiliar words, translating word by word into bahasa, trying to memorize the main information without writing it, rereading the text to find out certain information, and having small discussion to convince their understanding in the end of reading activity.

Moreover, the moderate achievers tended to use reading strategies such as trying to skim the text, relate the content of the text with their previous knowledge, translating only for the most important word, trying to open dictionary if found unfamiliar words then they ask their friends if they feel not confidence, never translate word by word, taking note on every important information of the text, rereading the text to find out important information, and having small discussion with their classmate to convince their understanding in post-reading activity.

Nevertheless, the high achievers tended to use many strategies more than the others students' level. They frequently employed several reading strategies such as paying attention more on title of the text, trying to focus on the first sentence of the text, relating the content of text with their previous knowledge, identifying the questions of the text, translating only for the most important words, trying to guess the meaning first by looking at the sentence around it then opening dictionary to clarify their understanding, never translating word by word, paying attention more on grammatical clue, trying to write every single crucial information or clue of the text, thinking aloud and make guess, having small chat with their partner to convince their understanding and trying to make or answer the questions well in the end of reading activity.

In pre-reading activity the low achievers tended to imagine the title and the illustration to the text. It means that the students were frequently having imagination on the title of the text before they read a whole of the text. They said that imaging a title of the text enabled them easier in predicting the content of the text. It is in line with Jenning (2006, p. 280) who said that the use of imaginary in doing reading activity would encourage the students to interact directly with the text and also it was able to enhance students' comprehension.

On the other hand, when the moderate achievers started to read (pre-reading) they frequently tend to trying to skim the text and relating the text with their previous knowledge. They argued that by doing those strategies it would make them easy in

understanding the content of the text before they continued their reading activity. Furthermore, they said that *"I always skim the text to look for general idea of the text first to know what this passage is about."* According to Grabe and Stoller (2002, p. 13) "skimming strategy involves, in essence, a combination of strategies for guessing where important information might be in text until a general idea is formed." It means that that the students try to read the text at glance before they read it in detail.

Nevertheless, in pre-reading activity the high achievers frequently employed more than one strategy. In this phase they employed three strategies such as, paying attention more on the title (imaging the title), trying to focus on first sentence of the text and relating the content of the text with their previous knowledge. They employed those strategies because it helped them in comprehending the text. It is supported by Anderson and Pearson (1984, p. 178) who said that people with high amounts of prior knowledge would comprehend the text better than those who did not have much background knowledge. Thus, the high achievers could understand the text well rather than the low achievers. Trying to focus on the first sentence of the text also was one of the strategies which employed by high achievers in pre reading activity. It also in line with the study which was conducted by Omar in 2014 at Al Qura University, the result showed that the good readers tended to read the first sentence of the text before continuing their reading activity.

During reading activity the low achievers frequently employed translating every unknown word, asking their classmates if found unfamiliar words, translating word by word into bahasa, trying to memorize the main information without writing it and rereading the text to find out certain information. One of reasons why they employed those strategies was because they said "*I always translate every unknown word in the text because I think every unknown word is important, if we want to know its meaning we have to translate it even though it spends a lot of time."* It is in line with the study which was conducted by Hosenfield (1977) cited in Omar 2014, the study showed that most of the unsuccessful students did not skip all unimportant words. It means that the unsuccessful frequently translate every unknown word even though in fact it was unimportant word. Furthermore, it is also supported by the study which was done by Khairiyani in (2012) the data showed that the low readers tended to translate every unknown word in bahasa. One of their reasons was *"because English is not my native language. Thus it is important in order I can understand the text well."* Furthermore, for rereading strategy which was employed by the low achievers supported Harrison's statement in (2004, p. 113) who said that repeated reading was effective to increase students' reading proficiency. Thus, it indicates that repeated reading is very useful for low achievers in increasing their comprehension on reading English text.

Meanwhile, during reading activity the moderate achievers employed some strategies such as, translating only for the most important word not word by word, trying to open dictionary if found unfamiliar words then they ask their friends if they feel not confidence, taking note on every important information of the text and rereading the text to find out important information. Regarding taking note part that used by the moderate achievers during reading activity, it supported Oxford's statement in (1990, p. 88) who said that taking notes is very important strategy for reading, but the focus of taking notes should be on understanding not only writing. The reason of applying this strategy was because according to their opinion "*in reading I always prepare my pen to write the important information because taking note is very gainful to save the data rather than only memorize it."* Whereas for rereading activity according to Oxford (1990, p. 70) "repeating strategies can be used in highly innovative ways, is actually essential for all four languages skills and virtually always include some degree of meaningful understanding".

It means that repeating strategy can be benefit for the students who are eager to take meaningful reading, and the researcher assumed that the students have already done the right ways for this part.

Besides, during reading activity the high achievers tended to employ more strategies than others such as, translating only for the most important words, trying to guess the meaning first by looking at the sentence around it then open dictionary to clarify their understanding, never translate word by word, paying attention more on grammatical clue, try to write every single crucial information or clue of the text, and thinking aloud and make guess. In rereading the text the high achievers in this class tended to not employ this strategy during reading activity. It was in contrast with the study which conducted by Omar in (2014), it revealed that 66,6 % good readers frequently used this strategy to help them in understanding the text. Furthermore, Omar's research supported Harrison's statement in (2004, p. 113) who says "repeated reading is effective to increase students' reading proficiency". In addition, the high achievers also employed grammatical clue and guessing the meaning in understanding the difficult sentence or unfamiliar words of the text. One of them said "*If I see difficult words, I will pay attention more to grammatical clue and try to guess the meaning of the words by looking at the sentence around them to find out and guess the appropriate meaning."* It was in line with Oxford in (1990, p. 92) who said that using grammatical clue is related to how to guess the meaning and it is good strategy for learner.

Furthermore, in post-reading activity unintentionally the low and high achievers employed same strategies such as having small discussion with some classmates and sometimes making/answering the questions. According to their opinion "*to convince my understanding I always get small discussion with my classmate especially to the higher achievers. I do that because having small discussion will give me chance to clarify my understanding. Thus it really improves my confidence and makes my understanding be better and reduce my hesitation. Furthermore, sometimes I also make or answer some questions to know how far and how deep my understanding on the text substance."* The student's reason above indicates that they need a group work or discussion group in reading activity. It is in line with Oxford (1990, p. 171) who argued "cooperative with peer strategy involves a concerted effort to work together with other learners on activity with a common goal or reward." It means that sharing with each other would make the students easier in comprehending the text. It also is in line with Ismail's research in 2002, the data showed that most of high students had small discussion with their group or their teacher. Similarly, to convince their understanding the moderate achievers also employed discussion strategy in the end of their reading activity. One of them said "*in the end of my reading, to convince my understanding I usually share the idea or have small discussion with my classmate. Mmm.. because I think it is the best way to improve and convince my understanding. "*

CONCLUSION

Based on the findings and discussion above, it can be concluded that among low, moderate and high level English proficiency students have different reading strategies used. The data also showed that there are five aspects which frequently influence students' comprehension, such as motivation; when the students have great motivation on reading they can be easier in comprehending the text rather than the students who do not, linguistic competence; the students who have good language competence tend to have a merit to comprehend the text easily because their English proficiency is good enough, interest; when the students have great interest on the text they will get trouble-free in understanding the text which they read, characteristic of the page; the type of the text also influence students' comprehension, the more they read familiar text the more they can identify well the text and the last is

environment role which unconsciously gives a significant effect on the way how the students are able to recognize the text. The students who have reading habit in their life will be more effortless in comprehending the text rather than who do not.

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IN-SERVICE EFL TEACHERS' EXPERIENCES OF CONDUCTING REFLECTIVE PRACTICE AS CONTINUING PROFESSIONAL DEVELOPMENT

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Abstract
Teaching is a demanding job and it requires professional individual to perform the job. There is a need for teachers, especially language teachers to reflect on their action in order to be professional educators. To ease teachers in conducting reflective practice there are some tools that can be utilized. This qualitative case study investigated experiences of in-service EFL teachers in Indonesia in conducting reflective practice. More specifically, it discussed the tools of reflective practice employed by participating teachers in doing reflection. Four in-service EFL teachers were purposively chosen as respondents of the study. The data were acquired by spreading questionnaire, doing interview, and conducting document analysis. The results of the study revealed there were five tools of reflective practice utilezed by in-service EFL teachers in doing reflective practice, namely; teaching journal, peer observation, students' feedback, video/audio recording, and action research. The finding of the study informed that the practice of reflective practice among in-service EFL teachers was not maximal yet. Especially on the utilization of video/audio recording and action research. Moreover, no teachers were getting involved in peer coaching activity.

Keywords: reflective practice tools, in-service EFL teachers, reflective practice, professional development activity, teaching improvement.

INTRODUCTION

As the main actor of education teachers hold an important role in teaching and learning process. PeraturanPemerintahRepublik Indonesia (PPRI) No 74, 2008 on teacher states teaching as profession, thus it obliges teachers to be professional. There are several roles teachers should perform as the professional educators; educating, instructing, directing, training, scoring, and evaluating students (PPRI, 2008). Further, The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter IV, Article 10 Verse 1, requires teachers to possess a set of competences which includes pedagogical competence, professional competence, personality competence, and social competence (as cited in Dikti, 2016). In response to this mandate therefore, teachers have to be both professional and empowered. Based on these regulations, it is obvious that teaching profession requires teachers to have some knowledge and skills to be able to perform their duties well, so they can create a more meaningful learning for their students.Professional development is considered one element that supports teachers' competence in catering the demands of schooling systems today as teachers are expected to be professional.

There is a growing interest of professional development for English teachers to address the daily needs of teachers and learners in today's world. Professional development is believed to be one of the most effective ways to empower teachers. The term 'professional development' has been used in many contexts**.**

Wong (2011, p. 142) defines professional development as "a lifelong endeavor, a way of being, and a perspective on how one practices as well the practice itself". Professional development may be in the form of personal decisions in order to improve teachers' practices of working into a more professional level. It can also be in the form of institutional working program to empower their teacher. One of personal professional development that can be practiced by educators is reflective practice. This study is aimed at elaborating in-service EFL teachers' experiences in conducting reflective practice as a form of professional development activity.More specifically, it attempts to answer the following research question" What tools of reflective do in-service EFL teachers' utilize in doing reflective practice?"

LITERATURE REVIEW

Overview of the Term

John Dewey is generally recognized as the founding father of the reflective practice theory. Reflection or reflective practice, which is a relatively old concept in teacher education, was first defined by its founder, John Dewey. According to Dewey (1933) as cited in *How We Think*, Dewey (2007, p. 9) "Reflection is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads".Dewey's concept of reflective practice inspired many other researchers in the field to revise or expand the term. One of the researchers who expanded the theory is Schon. He recommends reflective practice as a way for teachers to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice (Schon, 1996 cited in Schon, 2016).

Farrell (1998) suggests that reflective practice should be the feature of EFL/ESL teaching due to its usefulness. He pinpoints that "Routine in teaching without any reflection can lead to this type of 'cutting the slice off the roast' and can lead to burnout on the job" (Farrell, 1999, p. 52). Pennington (1992) as cited in Farrel (1998, p. 1) highlights reflective practice "as a means for (1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners". Many researchers agree that reflective practice will enable teachers to renew their teaching by reflecting their teaching experience

Tools of Reflective Practice

There are some tools teachers can use in conducting reflective practice. Some experts propose several forms of reflective practice activities, such as; learning journal, peer observation, students' feedback, peer coaching, video/audio recording, and action research.

Teaching journal: Goker (2016) says reflective or teaching journal is considered as one of the most common tools utilized by educators or reflective practitioners in doing reflection because of its practical utilization in providing useful evaluation. Similarly, Zulfikar&Mujiburrahman (2018) says teaching journal facilitates teachers to make some reflections on their teaching and then generate feedback for the improvement of their classroom practices. The finding of their study generated from interviews indicates that most participants are convinced that teaching journals help them become reflective teachers. It also reveals that most of in-service teachers regard teaching journal as an effective tool to increase teaching awareness, and thus improve their performance during teaching. Whitton, Sinclair, Barker, Nahlohy, & Nosworthy (2004) find out by actively using teaching

journal teachers can develop their professional growth since it enables teachers make evaluation of their teaching.

Peer observation: Conducting peer observation is considered essential. Zacharias (2012) proposes 3 reasons why peer observation is needed; to learn, to describe, and to evaluate teachers' pedagogy competences. Further, Cakir (2010) contends that through peer observation teachers will get new insights to improve their teachings because it provides teachers opportunity to identify some problems they cannot observe by themselves. While Richards & Farrell (2005) claim peer observation has a number of benefits; it helps teacher become more aware of the problem they confront, and it also help teachers narrow the gap between the ideal condition of teaching with what actually happen. Rose (2007, p. 1) says "peer coaching partnerships will support individual teachers in reflecting on and describing their practice. As a result of these focused discussions, a teacher is able to better understand practice and be able to take steps to improve practice" . Similarly, Sharifi & Abdolmanafi (2014) prove that "collaboration is a vital ingredient for reflective courses" (p. 57) while teachers can reflect on their peers and evaluate and comment each other in order to improve themselves. According to Weston (2015) "observations provide value to both the "visited" and "visitor" teacher, whose collaboration before and after the observed lesson promotes active reflection" (p. 23).

A study by Merc (2015) also informs us about the positive attitude of EFL teachers on classroom peer observation, even though they are lack of experiences. Instead, this study also confirms conducting classroom observation has more advantages than disadvantages because teacher can learn many positive things from his or her colleagues.

Peer coaching: Joyce & Showers (1980) inShowers& Joyce (1996) comment that peer coaching was first coined as an on-site dimension for staff development in United States. Yee (2016) defines peer coaching as collaborative process among two or more individual who together to reflect the current practice in educational field. It may be used for expanding, refining, or building new skills. On the other hand, Ladyshewsky (2004, p. 1) comments "Peer coaching is a learning strategy that is used extensively in education to promote learning. The term 'peer' denotes equal standing or rank in any respect. 'Coaching' is a term we are familiar with from sports and is a strategy that is used to guide others towards achieving maximal performance. 'Peer coaching', therefore, is an educational strategy in which individuals of equal rank or standing coach one another towards achieving some higher level of performance". Further, he mentions several benefits of conducting peer coaching. Those are mutual problem solving; learning through observation; and self and peer development.

Other researchers, Scott & Miner (2008) add peer coaching is a collaborative non-judgmental process which is aimed to develop strong professional relationship between colleagues. Lately, peer coaching has been proven to be an effective means to improve staff development and provide opportunity and support for teachers to implement new ideas or strategies.

Video/audio recording: Video or audio recording is another tool that can be utilized by teachers to evaluate or look deeper to their classroom. Tice (2002) highlights audio or video recording lets teachers revisit their behavior during teaching session from a different perspective During teaching and learning process, there might be some incidents missed from teachers' observation. Mathew, Mathew & Peechattu (2017, p. 129) argue:

> "Video or audio recordings of lessons can provide very useful information for reflection. Through watching their own or other peer members' audio and video recordings, student teachers can develop their awareness of teaching. A teacher may do many things in class but may not be aware of many things happening in the class which

> the teacher may not normally see. A classroom video can vividly picture the whole process of teaching. It can trigger teachers' reflective thinking, reflect on their weaknesses and help them get some inspiration and ideas for their teaching improvement"

Jaworski (1990, p. 63) highlights several benefits of recording the teaching, they are "to offset the isolation of teachers who rarely see beyond their own classrooms, by providing glimpses of other teachers at work, to provide opportunities for viewing other teaching styles and observing other teachers' strategies in the classroom, to provide a medium for reviewing a teacher's own classroom as an aid to reflection on teaching, and to provide a shared experience which can form a starting point for discussion of teaching, leading to identification of important issues and the possibility of working on these issues in the classroom". Kember (2000) also believes that audio/video recording is the least intrusive method for gathering data for reflection.

Students' feedback: Other way to evaluate teaching and learning process can be conducted by asking students' feedback. Tice (2002) opines students' feedback as a poweful tools that can be utilized by teachers to know students' perception and opinion about teaching and learning process carried out by teacher. Teacher can ask students' opinions and ideas about teaching and learning process through direct questions or questionnaire. Mathew, Mathew, &Peechattu (2017) argue students' feedback will give new perspectives to teaching and learning process run by teachers.

Students' feedback will also be meaningful for teachers in some respects. Firstly, it can be used to improve teaching, and secondly, it will also be useful to create a good relationship among teachers and students (Iqbal, Ramzan, &Arain, 2016). On the other hand, Burniske & Meibaum (2012) as cited in Iqbal, Ramzan & Arain (2016) argue that even students' feedback can provide useful information, but it cannot be used as single parameter to judge teachers' performance since it has some limitation, such us the limitation of students' knowledge related to teaching strategies, classroom management, and curriculum.

Action research: Cirocki & Farelly (2016) view action research as "an approach to classroom-based research that connects classroom research and action towards change" (p. 34) which is very important to gain deeper understanding on classroom problem. Mathew, Mathew, &Peechattu (2017) emphasize action research can be a reflective tool to overcome classroom problem. They believe action research is a progressive problem solving process to understand teachers' teaching and it helps teachers to become more aware of what is happening in their classroom. Skytt (2000) announces that action research is a kind of strategy for teachers to investigate problems or interest related to their professional context. Hamilton (1997) cited in Skytt (2000, p. 3) says "action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement". That's why through action research it is expected teachers can make improvement of their teaching activity. Instead, Richards (1999) as cited in Qing (2009) opines action research can be very useful in getting to know our students. Through action research teachers can investigate learners' cognitive styles and their preferences for particular learning approach.

Cirocki & Farelly (2016) utter that doing action research seems to overwhelmed for so many teachers, thus, many teachers decide not to conduct it. Further, they classify several factors that may hinder teachers from conducting action research, some of them are lack of training, motivation, and lack of support from instution.

Previously, there have been several research studies discussing reflective practice among EFL or ESL teachers. One of which is a research carried by Fatemipour (2013). It was a descriptive study. It involved

40 English teachers who were selected through simple random sampling. It was believed that in order to reflect teaching and learning process, reflective teachers need some tools to obtain reliable data for reflection. The data in this study were collected through questionnaire, observation, interview and documentation (teacher journal). The result of the study revealed there were four most effective tools of reflective practice utilized by participating teachers. The followings were the tools of reflective practice ranked from the most effective to the least; teacher diary (teaching journal), peer observation, students' feedback, and audio/video recording. Teacher diary (teaching journal) was considered as the most efficient tool in doing reflective practice. Peer observation was considered more effective than two remaining tools. Students' feedback was positioned in the third place. Audio/video recording was the least effective tool for reflective practice.

METHODOLOGY

This study is a qualitative case study. It involved 4 female in-service EFL teachers teaching at vocational high school in Indonesia. The participating teachers had varied teaching experience ranging from 8-27 years. The samples were selected through purposive sampling. In this case, we set up some criteria before selecting the sample. Those were; they should pose at least 1 year teaching experience and the second they had experience of conducting reflective practice. we also did interview with the participating teachers to know if they understood about reflective practice and its implementation on teacher development program.Instruments used in this study were questionnaire, documentation and interview. A close questionnaire was designed in accordance with research question. Instead, in-dept interview was also conducted to get more accurate data from participants.

The data in this study were gathered through questionnaire , document analysis and interview. A close questionnaire was spread out to participants to identify the tools of reflective practice utilize by in-service EFL teachers. After filling out the questionnaire, we discussed interview schedule with participants. we let them decided the day, time, and location of the interview. We also let the participants to choose the language of interview, and finally they decided to have interview in Indonesian to avoid misunderstanding. The interviews were carried out at school (school library and office).

The data collected through questionnaire, documentation and interview were analyzed by using Interactive Models by Miles, Huberman, & Saldana (2014). It involved data collection, data condensation, data display, and drawing conclusion. Since interviews were conducted in Indonesian, we firstly transcribed the recording of the interview into English. We also coded the data to make it easier in identifying the themes appeared. Meanwhile, the results of questionnaire were tabulated and transformed into percentage. Some of the codes appeared in the result of the study are as follow: T1# refers to participant 1, INT, refers to interview, to indicate data were extracted from interview and the last QST, used to indicate data were taken from questionnare.

FINDINGS

The findings of the study are presented in accordance with research questions. Thus, it describes tools of reflective practice utilized by in-service EFL.

In-service EFL teachers who participated in this study had employed some tools of reflective practice to ease them in doing reflection. The results of questionnaire and interview reveal there are five tools utilized by respondents in doing reflection. Those tools are teaching journal, peer observation, video/audio recording, students' feedback, and action research.

Teaching Journal

Table below shows the summary of the result of questionnaire on the number of

teachers who employed teaching journal in doing reflective practice.

Table 1: The Summary of Number of Participants Who Used Teaching Journal

Statements	Response				
	Always	**Often**	**Usually**	**Rarely**	**Never**
I reflect my teaching and my classroom activities on my teaching journal to make evaluation of my classroom performance.	25%	75%	-	-	-
I use teaching journal as a medium to "tell" my daily teaching (evaluating teaching strategies, learning materials, students' difficulty, etc)	25%	75%	-	-	-
I write some problems I encountered during teaching and learning process in a teaching journal.	50%	50%	-	-	-

(Source: QST)

The result of questionnaire revealed that all respondents utilized teaching journal as the tool to reflect their teaching. Teaching journal seemed to be the most common tool utilized by the respondents in doing reflection, it might be because it was much easier to utilize. As a tool in doing reflection, T3#JT elaborated her experience in utilizing teaching journal

> *"I always take notes related to my teaching, it might be not in detailed nor comprehensive. Those notes contain outlines of problems I encountered when I teach" (T3#JT, INT, May 12).*

From this interview, T3#JT indicated she always rethinks her classroom action by taking notes to problems she found in her classroom. Another respondent, T2#AZ, added that she usually wrote her teaching journal during or after the classroom.

> *"..... I write this [teaching journal] while on the job or after teaching. It contains teaching-related problems that need solutions. I look for solution by discussing with my colleagues or finding from other sources" (T3#AZ, INT, May, 9)*

Eventhough all respondents utilized teaching journal as tool to reflect their teaching, there was no fixed format for their teaching journal. T4#ES, explained,

> "*.... the format [of teaching journal] is diverse among teachers since it is used for personal purposes" T4#ES, INT, May 9).*

Generally, the participants of this study utilized their notebooks as their teaching journal. There was no agreed format for their teaching journal. But, one teacher, T2#AZ, already had some guidline questions to help her work with her teaching journal. T2#AZ started her teaching journal by identifying the objectives, material, and method used to deliver the topic. And then, it was followed by some guidline questions, there were 6 questions in total; 1. What I did well? 2. What my students did well? 3. What I did not do so well? 4. What my students did not do so well? 5. What would I change? 6. What did I learn from my teaching today? (Doc of Teaching Journal of T2#AZ)

From T2#AZ's we can see her reflection is quite comprehensive. She does not only focus on students' related problems, but she tries to investigate both students and teacher sides.

Peer Observation

Other way to do reflective practice is by conducting peer observation. In this case, teachers watch each other's teaching to learn from their colleague. The following table is the result of questionnaire on number of participants who did peer observation as part of their reflective teaching in order to be a professional teacher.

Table 2: The Summary of Number of Participants Who Conducted Peer Observation

Statements	Response				
	Always	Often	Usually	Rarely	Never
I sometimes ask my colleague to observe and give comment on my teaching.	-	-	**100%**	-	-
I sometimes observe my colleague classroom and learn how to conduct effective teaching	-	-	**100%**	-	-
I learn many things from observing other fellow teachers' classroom	-	-	**100%**	-	-
I discuss practical/theoretical issues in language teaching with my colleagues after doing peer observation.					

(Source:QST)

All respondents in this study agreed to say they "usually" did peer observation. They prefered to use term "usually" to indicate that it was an occasional agenda, in this case, it was done once per semester.

From the interview with participants of this study, it is clear that peer observation has become a biannual routine. It is usually conducted by the end of the academic year. T2#AZ expressed:

> *"..... We, English teachers, do peer observation routinely. I think teachers of other subjects have not done it yet. When we did peer observation, we came to the classroom with observation sheet to help us do the observation. There are several indicators [on the sheet] we need to observe. We just need to fill in the form during observation" (T2#AZ, INT, May, 9).*

Another participant, T4#ES, also explained,

> *" Peer observation is usually conducted once per semester. We observe each other's teaching, then we have discussion on the results of observation. We can learn much by doing observation" (T4#ES, INT, May 9).*

From the interview it can be said that peer observation is not only about teachers observing each other, but there is a follow up action. It is followed by discussion between observer and teacher being observed. T3#JT Added discussion was not only about the result of observation, they could talk about other aspect or case they found in their classroom.

> *".... for example, when I found student A did not obey my rules [misbehaved], I talked to other teachers who taught this student previously, to learn more about him [his character] (T3#JT, INT, May 12).*

In doing peer observation, the participating teachers prepared it really well. It is proven by the existance of observation form they used during peer observation. The forms contains several points such as teaching and learning process, teaching method, classroom management, clarity, and problem solving. On the first point, teaching and learning process, teachers commented on how to open and close teaching and learning process and how to propose questions to students. And then, the next they also commented on the appropriateness of the selection of teaching technique with the topic. For example in one of the sheets or forms , we found a participant commented on her friend who was teaching about passive voice. She wrote on the form " students are still confused about verb changing, so before starting the explanation about passive voice, it will be better if you make sure that studens have already understood about verb change". And then, related to classroom management, their comments are varied from how to handle students who come late, how to handle talkative students to how to manage time distribution for both lecturing and practicing. The next point is clarity, here teacher commented on teachers' voice during teaching and learning process, if it is clear

enough or not. And then, they also commented if the concept is well explained. The last point is problem solving. It includes how teacher solved classroom problem she found during her teaching. (data source: peer observation sheet).

Students' Feedback

Students' feedback is another tool utilized by in-service EFL teachers in evaluating their teaching through reflective practice. Students' feedback is an important tool to understand students' perception toward teachers' teaching. The use of students' feedback in doing reflective practice is quite popular among participating teachers. It can be seen from the result of questionnaire presented on the following table.

Table 3: The summary of number of participants who asked for students' feedback

Statements	Response				
	Always	Often	Usually	Rarely	Never
I conduct pre-lesson conferencing to discuss what I am going to teach and engage my students to give their opinion or ideas.	50%	50%	-	-	-
Together with my students, I set up classroom norms and rules at the beginning of the meeting.	75%	25%	-	-	-
I sometimes talk to my students about their learning styles and preferences	-	100%	-	-	-

(Source:QST)

Table 3. above revealed that teachers regularly ask for students' feedback to improve their teaching. Students' feedback is expected to give teachers some views about their weakness in teaching. It is supported by the finding on the interview. As stated by T2#AZ,

> *" Students' feedback is necessary to renew our teaching. There might be some students who dislike our current teaching method. Or it might be confusing them. So, student feedback is very important to improve teacher's teaching" (T2#AZ, INT, May 9).*

In line with T2#AZ, T3#JT also stated that she gained benefit from students' feedback.

> *"I always ask for students' feedback for teaching improvement, I usually did it by asking questions, spoken or written. I feel this activity benefits me because it informs me about students' perception to us [their teachers]" (T3#JT,INT, May 12).*

Further, she explained some students were very shy to comment on their teacher. To anticipate this case, T4#ES preferred to ask for comments from her students in a piece of paper and kept it anonym. Some comments from students are very constructive (the following comments are taken from students' feedback gathered by participating teachers).

> *" You are good in teaching, but you advice your students too much. So, you run out of time and the lesson was incomplete] (Student A).*
>
> "*We like your class because you are a decisive teacher. Please do not get mad at us during your teaching" (Student B).*
>
> *" Your voice [volume] is too small, as the result students who sit on the backseat hardly hear your explanation"(Student C)*

By looking at those comments, it is obvious the essence of using students feedback to evaluate teachers' performance in teaching is positive. By considering students' comments teacher can adjust their performance with students' need. So, teacher can do better in their teaching.

Video/audio recording

The use of video/ audio recording is not a favourite tool in doing reflection. Out of four participants, there were only 2 participants who did video or audio recording. The result of questionnaire below indicated video or audio recording is not a popular attempt to help teacher do reflection over their teaching.

Table 4: The summary of number of participants who recorded lesson

Statements	Response				
	Always	Often	Usually	Rarely	Never
I record my lesson and play it after the class as form of reflection	-	-	50%	-	50%
I also show my teaching video and ask for some suggestions from my colleague	-	-	-	25%	75%
I sometimes look at my teaching video and analyze what runs well and what does not.	-	-	50%	-	50%

(Source:QST)

T3#JT and T4#ES acknowledged that they have not had any thought of recording their lesson.

> *"For this time, I have not recorded my lesson yet. Perhaps, next time(T3#JT, Int, May 12)*

Meanwhile, participants who had already practiced video or audio recording said there were benefits on it. They said through video or audi recording they can investigate their teaching from different point of view.

> *"....in my opinion, recording lesson is very beneficial. Teacher can investigate her/his classroom activities from different perspectives" (T1#DS, INT, May 12)*
>
> T2#AZ agreed with T1#DS about the benefit of recording the lesson. Further, she added "*"by recording lesson, we see other sides of our teaching... we will see some students did not pay attention to our lesson during teaching and learning process, and it was not observable during teaching session" (T2#AZ, INT, May 9)*

Action research

In order to grow professionally, teacher can also engage in writing scholarly article to solve their classroom problem. Conducting action research is one of the tools of reflective practice teacher can utilize to promote teacher professional development. Unfortunately, the finding of this study informed us that conducting action research is not a common practice among participants.

Table 5: The summary of number of participants who carried out action research

Statements	Response				
	Always	Often	Usually	Rarely	Never
I try to analyze the incident that occurred during my teaching as genesis for research topic	-	-	-	**50%**	**50%**
I sometimes analyze classroom incident and devise it as research topic	-	-	-	**50%**	**50%**
Based on the classroom problem, I conduct an action research to overcome the problem	-	-	-	**50%**	**50%**

(Source:QST)

Two participants, T2#AZ, and T3#JT asserted that they had experience of conducting action research. T2#AZ said:

> *"For action research, I did it when I was in Jakarta. It was a collaborative action research.*

> *Honestly, I find it difficult to write due to lack of training, especially when I have to conduct my own action research, it is really hard. Morover, I have not found any reasons that oblige me to write. Hmm.. may be later for my preferment" (T2#AZ, INT, May 9)*

Quite similar to T2#AZ, T3#JT opined:

> *"I did action research, but I stucked on chapter 3. Since I do not write for a long time, I found difficulties in writing finding and interpretation part. It probably caused by lack of training, morover teachers are not empowered [through regulation] to write. In fact, doing research is very important for teachers, by doing so they know the appropriate teaching method with students' learning style"((T2#JT, INT, May 12)*

While, T1#DS and T4#ES mentioned they never got involved in action research. It seemed doing action research among high school teachers is not a common activity. The participants of this study also revealed that doing action research was really hard. T1#DS expressed as follow

> *"I have never carried out action research yet. It is not easy" (T1#DS, INT, May 12)*

So, the data above revealed a fact that conducting action research is a challenge for teachers. While, doing research is considered important for teachers to solve problems or just to test the effectiveness of certain teaching techniques

DISCUSSION

Teachers will always be the one of the most important pillars in educational context. The way they carry out teaching and learning process will always be one of teacher related issues discussed worldwide. As stated on the previous section, this study was aimed at investigating in-service EFL teachers experience in conducting reflective practice. More specifically, it talks about some tools of reflective practice utilized by participating teachers.

The obatained results from this study revealed there are 5 tools of reflective practice employed by in-service EFL teachers to ease them reflect on their teaching.The results of this study are in partial harmony with a research conducted by Fatemipour (2013) who, in his research, arrived to a conclusion that there were four most effective tools utilized by ESL teachers in Iranian context. He found teaching journal is the most effective reflective tools utilized by Iranian ESL teachers who participated in his study.This current study has revealed that all partcipants utilize teaching journal as a tool to reflect their teaching. Teaching journal, as stated by Zulfikar&Mujiburrahman (2018) facilitates teachers to make some reflections on their teaching. By doing so, they can improve the quality of their teaching. The participants of this study utilized teaching journal as part of their routine. In this case, they tried to take note of the classroom incidents the encountered in their classroom. Their decision to take note and make some evaluation over their teaching shows their awareness of their responsibility as educators.

Based on the finding, it is also found that participating teachers also employed peer observation as a means to conduct reflective practice. They shared some benefits of conducting peer observation. T4#ES stated that they can learn many things by doing peer observation. This statement was supported by other teachers, T3#JT for example elaborated that they can discuss manythings after the observation. This current study comes to a conclusion that the participants felt positive with peer observation as a tool to reflect their teaching, since it facilitates them with opportunity to learn from each other. The benefits of doing peer observation experienced by participants have previously been discussed byZacharias (2012), He proposesseveral reasons why teachers should engage in peer observation, those are to learn, to describe, and to evaluate teachers'

pedagogy competences.In line, it is also supported by Weston (2015) who says peer observation can provide positive value for both teachers who conduct observation (observer) and the one under observation.Aside from teaching journal and peer observation, students' feedback is other useful tool for reflection. Teachers who participated in this study said they they occasionally asked for students' feedback. As teaching journal and peer observation, all respondents of this study utilized students' feedback to evaluate their teaching performance. Mathew, Mathew, & Peechattu (2017) argue students' feedback will give new perspectives to teaching and learning process run by teachers. The finding of the study also informed us that students' feedback is very useful to create a meaningful teaching and learning process. By regularly asking for students' feedback teachers can evaluate if they run a meaningful teaching and learning process. Students' feedback is another form of democracy in the classroom since teachers teach their students by considering their students' needs, not only by teacher personal interest.

Some of the participants also utilize video/audio recording to reflect their teaching. There are 2 participants out of 4 partticipants who used this tool as means to conduct teaching evaluation. The other remaining 2 teachers said they never did video recording, since they did not really know about this activity. Teachers involved in this study, who employed video/audio recording, said video/ audio recording is very beneficial for teachers. Through this means they can investigate their classroom action more thoroughly. They can revisit their classroom by looking at their teaching video. Regarded to the use of video/audio recording, Jaworski (1990) highlights video/audio recording is aimed to provide opportunities to observe other teachers' teaching style. Finding of this study does not show that point since participating teachers did not share their recorded teaching video with other teachers. They used teaching video for personal evaluation.

The last tool of reflective practice to discuss based on the finding of the study is the utilization of action research. Conducting action research seems to be least favourite tools to make evaluation. Even teacher who has completed their master degree still encountered problems in carrying out action research, especially in writing the results.Most of the participants said conducting action research is not easy. It goes along with Cirocki & Farelly's opinion (2016) doing action research seems to be overwhelmed for so teachers, thus, many teachers decide not to conduct it.While in fact, conducting action research as stated by Richards (1999) in Qing (2009) can be utilized to investigate learners' learning preference. We assume, most teachers did not do research because they were lack of knowledge in research. Moreover, there is no regulations that oblige them to conduct action reearch.

CONCLUSION

Based on the above finding and discussion, some conclusion are drawn. The first, conducting reflective practice is crucial for language teachers since it fosters teacher professional development. Through reflective practice, teachers can evaluate their classroom performance by revisiting their action. So, it leads them to be professional teachers.

The second, in-service EFL teachers who participated in this study have conducted reflective practice, unfortunately it has not done maximally yet. Teachers need to encourage themselves to gain more knowledge and training on reflective practice, specifically in carrying out action research.

The last, since there is teachers' limitation in doing reflective practice, institutional support is needed. For example, by inviting trainer to train teachers on how to conduct reflective practice in appropriate way.

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THE USE OF MULTIMODAL TEXT IN ENHANCING ENGINEERING STUDENTS' READING SKILL

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Abstract
It is believed that the students' low reading proficiency, as shown in their TOEIC scores, is due to their poor reading habit. One of the ways to overcome such a problem is by facilitating them with a lot of reading practices in an extensive reading program. Since today non-printed multimodal texts (NPMT) and Linear texts (LT) are available in the society, an experiment on which mode is most effective to enhance the students' reading proficiency needs to be done. This study aims to investigate the effect of implementing non-printed multimodal text in an extensive reading program on the students' reading comprehension. Two groups of students undertaking engineering major at a polytechnic in Surabaya, one group was exposed to NPMT and the other to LT in a one-semester extensive reading program, were chosen to be the subject of this quasi experimental study. A pretest and posttest on TOEIC were conducted to measure the students' reading proficiency (only the reading scores of the test were analysed for the purpose of the study). The t-test analysis using SPPS for windows 23 shows that there is a significant difference in achievement between those who are exposed to NPMT and LT after the reading program ends (p-value = 0.010). The NPMT group gain better reading proficiency than that of the LT. It means the use of non-printed multimodal text in extensive reading can boost the students' reading comprehension.

Keywords: Multimodal Text, Linear Text, Extensive Reading, TOEIC

INTRODUCTION

Based on the issue of students' low reading score in TOEIC, the researcher considered some factors that might contribute to their low achievements in reading. A report on TOEIC score of PPNS students (UPT Bahasa PPNS, 2016) showed that the average scores of reading section (section 2 of TOEIC) was below 50%. The percentage of average correct numbers of 100 reading questions was 31, 40%. The report of students' TOEIC scores also revealed that students often did not complete the last part of the TOEIC test (part VII) which has 40 questions of reading comprehensions (UPT Bahasa PPNS, 2017). Those facts showed the possibility that students could not complete the reading section because they had low reading speed and comprehension. Thus, the researcher believed that students' difficulties in their reading speed and comprehension were the causes of their low TOEIC scores.

The urgency of mastering reading skill for engineering students was inevitably. This issue was based on the facts that students needed this skill not only as the requirement to graduate but also as the assisting skill in understanding the engineering materials written in English. Unfortunately, engineering students' reading skills did not meet those requirements. As a matter of fact, their reading skills as measured by TOEIC were considered low. The report of students' TOEIC scores also indicated that students often did not complete the last part of the TOEIC test (part VII) which has 40 questions of reading comprehensions (UPT Bahasa PPNS, 2017). It showed the possibility that students could not complete the reading section because they had low reading speed and comprehension. Therefore, it could be

assumed that engineering students' difficulties in their reading speed and comprehension were the causes of their low TOEIC scores. Therefore, this study attempted to analyze the effect of using extensive reading program in boosting students' TOEIC scores. In this case, this study aimed to find out whether there were significant differences in engineering students' reading comprehension skills (as measured by TOEIC) between the students who read non-printed multimodal text, and linear text after the Extensive reading program. Moreover, this study also reveals the students' responses on the use of non printed multimodal texts during the extensive reading program.

LITERATURE REVIEW

Indeed by implementing extensive reading program, students could develop their reading skills by a lot of reading practices. As reported by Morgan and Fuchs (2007) that many students who spend little time in involving with reading activities usually are not able to increase their reading skill as "skilled readers". It means that students need a lot of practices to read in order to improve their reading speed. Thus, by receiving a lot of exposure of English texts, students can obtain a lot of 'vocabulary, syntax, and other language expertise' that can assist them in using the target language.

Moreover, one of the reasons why this study implemented extensive reading program was also caused by the minimum input of English received by the students. In reality, students did not often take any initiative in getting English courses outside their classroom. They only obtained English during the lesson in the classroom. As a result, considerable input is necessary for the students to boost their language skill especially reading skill. It means that meaningful comprehensible input that can be obtained through extensive reading is what is needed by students. In fact, the advantages of extensive reading program have already been acknowledged by many researchers around the world since 20th century (Elley, 1991; Mason &Krashen, 1997; Nation, 1997; Day &Bamford, 2000, Nakanishi, 2011).

The meaning of Extensive reading (ER) has been defined by many researchers around the world during these recent years. In 1990, Susser and Robb define extensive reading as "reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c) with the intention of getting pleasure from the text". However, Richard Day and Julian Bamford (2002) has expanded this definition and explained in more details by listing 10 basic principles of ER.

To attract students' interests in performing extensive reading program, the use of non-printed multimodal text as the reading materials was implemented during the program. Walsh (2006) characterizes multimodal texts as the texts which consist of more than one "mode" (a kind of meaningful sign or symbol) so that the meaning of the text can be conveyed through a "synchronization of modes". It means that the meaning of multimodal texts can be understood by bringing together all of the different modes included in that text. In this case, students may read the multimodal text on a piece of paper (printed) or on the electronic screen (non-printed) such as computer which also include sound. Furthermore, Bearne (2007) describes any multimodal text might combine elements of a variety of semiotic resources including "gesture, movement, posture, facial expression, images (moving and still, real or drawn), sound (spoken words, sound effects and music), writing (including font and typography)".

The reasons of this present study in using non-printed multimodal text from authentic materials from the internet during extensive reading program were supported by much research. One of the researchers, Gilmore (2007), states that authentic materials are "inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language". It means that authentic materials

are more preferable than the deliberately created materials. Moreover, Floris (2008) indicates the need for implementing authentic materials in the course design because authentic materials are "interesting, engaging, and relevant". This idea is also supported by Huang (2005) who prefers "current popular authentic materials, because they are superior in relevance to learners' lives here and now as well as in display of easy but realistic, ready-to-use language".

METHODOLOGY

This study was set in a quasi experimental design because individual randomization was quite difficult to be applied. In this case, the subjects of this study were two intact classes of engineering students semester 6th. Each class of these groups consisted of 30 students which were selected because they had the same age, level and the same engineering background.

To know students' reading comprehension skills, both groups were tested with the TOEIC test before and after the treatment. This test consists of two sections; 100 questions for Listening and 100 questions for Reading with "minimum score of 200 to a maximum possible score of 990". However, this study only used the result of reading section of TOEIC test because it focused on students' reading skill. The results of the reading section of TOEIC test were then analyzed by using the SPSS program (the independent t-test for equality of means).

The second instrument used in this research was students' worksheet that should be filled by the students and submitted to the teacher after the extensive reading program in the classroom (in Class ER) and once a week during the out of class ER. The students' worksheet provided information on students' responses during the Extensive Reading program.

There were two activities of extensive reading program that were performed by the students in this research. The first activity was performed in the classroom (**In Class ER**) which took once a week in about 15 to 20 minutes before every English lesson was performed in experimental group classes. However, the second activity of this program took place outside the classroom (**Out of Class ER**).

The LT group was provided some linear texts material for the students to read in and outside the classroom. There were three kinds of linear texts that were given to the students; short (max 4 pages), long (max 8 pages) and book (max 100-250 pages) linear texts. On the other hand, the use of non printed multimodal texts as the reading material during the ER program made use of the technology to support the reading activities that take place in and outside the classroom. In this case, it was important to make sure that the students were familiar with the use of internet in finding some articles or e book. Therefore, for the first 4 meetings, the teacher directly asked them to open certain website containing some article suitable with students' needs. In this case, students were not asked to open different website during the first weeks of extensive reading program until they are used to do the searching on the internet. This activity was meant to make the students' familiar with the online reading program.

The reading activities in this program involved individual activity. It means that every student in the experimental group read individually and reported the activity on the students' worksheet. After they ended the reading activity, sometime the teacher asked them to share in front of the class about what they have already read. In this case, students must follow the teachers' guidance regarding the implementation of In Class ER whose detail activities can be seen in table 1.

Table 1: In Class Extensive Reading Activities

Non Printed Multimodal Text
Ask the students to read on the computer some short non-printed multimodal text materials on the selected website for about 4 meetings

Ask the students to read on the computer some longer non-printed multimodal text materials on the selected website for about 4 meetings Ask the students to select and find their own reading materials to read on the computer (based on given topics) for about 4 meetings
Linear Text
Provide some short linear texts material (max 4 pages) for about 4 weeks. Provide some longer linear texts material (max 8 pages) for about 4 weeks. Ask the students to select and find their own reading materials to read in the classroom (based on given topics) for about 2 weeks (max 4 pages linear texts) and max 8 pages linear texts for the next 2 weeks.

The second activity asked the students to spend their time reading the extensive reading materials outside the classroom. Thus, to control the activity, students were asked to report the topics and the time of their reading in students' reading log once a week for 16 weeks. The following table showed the detail activities of the out class ER during the implementation.

Table 2: Out Class Extensive Reading Activities

Non Printed Multimodal Text
Provide some selected topics that should be searched in certain website for about 4 meetings Provide some longer topics from certain websites to read at home for about 4 meetings Ask the students to select and find their own reading materials for about 4 meetings
Provide some selected e-books to be read as the final assignment 4 meetings
Linear Text
Provide some short linear text (max 4 pages) to read at home for about 4 weeks Provide some longer linear text (max 10 pages) to read at home for about 4 weeks Ask the students to select and find their own reading materials based on given topics for about 4 weeks Provide some selected books to be read as the final assignment (4 weeks)

Material Selection

Prior to the extensive reading program, it was important for the teachers to prepare the appropriate reading materials that were suitable for engineering students' needs. In this case the writer performed the need analysis to know the specifics topics of reading materials that are suitable with students' needs. Based on the result of the need analysis delivered to the stake holders (Engineering lecturers, industry, alumni, and students), the writer developed the reading materials for the extensive reading by selecting the suitable topics for engineering students.

Since this study performed extensive reading program, the next step was making sure that those reading materials were easy to understand. In this case, "Flesch Kin-caid***Readability Analysis"*** on the internet (http://www.readabilityformulas.com/freetests/six-readability-formulas.ph) was used to check the reading ease and the grade level of the articles given to the students. The range of the ease score is between 0-100 in which the higher the score the easier to read the article. For the detailed scores of reading ease can be seen in table 3.

Table 3: Flesch Reading Ease

90-100	Very Easy
80-89	Easy
70-79	Fairly Easy
60-69	Standard
50-59	Fairly Difficult
30-49	Difficult

0-29	Very confusing

Moreover, the grade level shown in the result of readability analysis indicates students' grade at schools for example if the grade level is 10 then the articles can be read by 10th grade students. Since grade levels below 12 were for college students, the levels of the extensive reading materials used in this study were between 8 and 11. In fact, those levels of reading materials were selected because they were within the students' level. As suggested by Renandya (2016) that in the extensive reading program the material used should be "within their current level". It means that the reading material used in this program should be near the "students' current level" of reading comprehension. Thus, the result of the readability analysis to some of the articles given to the students can be seen in table 3

Table 4 shows ten examples of the readability analysis results on the reading materials for the extensive reading program. Those articles were selected because their ease score and grade level were suitable with engineering students. Mostly the levels of the reading materials used in this study were below 12 which indicated *not too difficult* or "within the students' level" for college students.

Table 4: Result of Readability Analysis

No	Titles	Ease	Grade	Meaning
1	"Climate change not as threatening to planet as previously thought, new research suggests"	50,4	11,7	Fairly difficult to read
2	"There's a second huge plastic garbage patch in the pacific"	55,5	10,9	Fairly difficult to read
3	"What's the best cheap laptop for university?"	67,8	7,9	Standard
4	"How do scientists measure sea level?"	55,4	10,5	Fairly difficult to read
5	"How to reduce machining time with 3-axis turning"	52,9	11,3	Fairly difficult to read
6	"How can we make manufacturing smarter?"	43,6	12,3	Difficult to read
7	"How to use a drill press machine"	63,9	8,4	Standard
8	"Does an Indonesian who doesn't speak the language belong in the country?"	50,1	11	Fairly difficult to read
9	"You don't need to remember your passwords anymore thanks to this new security device"	65,7	7,1	Standard
10	"Dogs more intelligent than cats, scientists say"	52,6	11	Fairly difficult to read

The results of the selected materials were then given to the students in two formats; non-printed multimodal texts and linear texts. The group of students who read non-printed multimodal text directly read the articles on the internet. Meanwhile, for linear text groups, the writer provided some printed texts which are in linear mode. The example of some non printed multimodal texts material used by engineering students can be seen in figure 1.

Figure 1: screenshot from howstuffworks.com

Figure 1 shows a model of non printed multimodal texts that was used by the students during the extensive reading program. This website (www.howstuffworks.com) contains many choices of multimodal texts which are suitable with students' engineering background. In fact, students could not only read the articles from this website but also watch some interesting videos related with the engineering topics.

FINDINGS AND DISCUSSION

Findings

After following the extensive reading program by using different forms of reading materials Non-Printed Multimodal Text (NP) and Linear Text (L), the students were tested by Post TOEIC Test. Thus descriptive statistics of the pre and post reading section of the TOEIC test of the two groups can be seen in table 5.

Table 5
Descriptive Statistics of TOEIC tests

Variables	Min	Max	Mean
Pre Test			
NPMT	45	330	173.16
LT	70	255	146.83
Post Test			
NPMT	95	360	225.5
LT	105	275	183.83

Table 4 shows that the lowest of pre test and post test of reading TOEIC score is gained by Non Printed Multimodal Text group (Pre Test=45, Post Test=95). Whereas the biggest score of pre test and post test of reading TOEIC score is gained by Non-Printed Multimodal Text group (Pre Test=400, Post Test=400). However, the lowest mean score of students' pre and post test reading skill is obtained by Linear Text Group (Pre Test=146.83, Post Test=183.83). Meanwhile, Non Printed Multimodal Text group obtained bigger mean scores of pre test and post test of students' reading skill than linear group scores.

Table 6
The T-test result of TOEIC

t-test for equality of means				
t	**df**	**Sig.**	**Mean diff**	**Std error**
2.659	58	.010	41.67	15.67
2.659	53,27	.010	41.67	15.67

The finding of this study as shown in table 6 shows that the p-value is less than 0,05 which indicated there was a significant difference between the TOEIC scores of Non-printed multimodal texts group and Linear texts group. Moreover, the mean score of Non-Printed Multimodal text group (225.5) is higher than linear text group (183.83). Thus, it revealed that the use of non printed multimodal text material in extensive reading program was proven significant in improving students' TOEIC scores than the use of linear texts.

The next finding of this research derived from the students' responses on the program. Students' responses during the extensive reading program using non-printed materials mostly indicated positive reactions. Some of their positive responses could be seen in the following responses;

> *"I can know the point of a text in a faster way"*

> *"We can get much information around the world by reading. This program can make us exercise to read fast and get the point of information"*

Based on the finding, it can be concluded that engineering students' were proven more motivated in performing reading activities that involve the use of technology. As students said that they started to like English when they read non printed multimodal text during the extensive reading program.

> *"Online extensive reading can make me start to like English, increase knowledge and improving my vocabulary"*

Those responses also revealed students' beliefs that by using non-printed multimodal texts they could learn English in a new interesting way. They believed this program could increase their knowledge, their English vocabularies, and their reading skills. Moreover, students also believed that by reading non printed multimodal text, they can read and get the point of the information from texts faster.

Discussion

The significant difference between the TOEIC scores of Non-printed multimodal texts group and Linear texts group proves that the use of non printed multimodal texts was proven significant in improving students' TOEIC scores than the use of linear texts. This finding was also supported by the positive students' responses to the program. Based on these findings, the use of technology in learning English is inevitably useful in improving students' skill and motivation.

In this case, the benefits of using non-printed multimodal texts as the materials used by the students during the extensive reading program could be experienced by engineering students in improving their interests in reading activities. They were interested in learning English because the use of non-printed multimodal texts conveyed the message of the texts through different modes; visual, sound and motion. Moreover, by reading non-printed multimodal texts on the internet students were also given the opportunity to comprehend the texts supported with the visual images and the sounds. As Mayer (2005) stated in "cognitive theory", students are able to comprehend a text easier when it is presented in the two channels; "visual and the auditory channels". In this study, Mayer's theory supported the idea of using the non printed multimodal texts which facilitate the use of not only written texts but also the visual, sound, image and the motions that students can read from the internet.

However, using non-printed multimodal texts as the materials for extensive reading cope with many challenges both for the teachers and the students. Therefore there are some considerations that should be taken into account before implementing non-printed multimodal text. Since the use of non printed multimodal texts requires the students to directly read from the internet, the first matter would concerns with the feasibility of the technology supporting the program. In this case, students should be provided with the computers and internet networks. Indeed, without the supporting technology, the program would be absolutely failed.

The second challenge that should be contemplated was on teachers' skill in operating the technology used in this program. Teachers who intended to implement this instruction should be prepared by some information technology trainings. By upgrading their skill, teachers can train the students how to use the *search engine* in internet during the program. Moreover, the need to master this knowledge is very important in assisting the students to read online faster.

The third challenge faced by the students in using non-printed multimodal texts is on the complexity of the texts itself. As stated by Hill & Hannafin (1997), "internet texts were parts of a complex open-ended information system" which presented numerous contents including some "distracting advertisements, inconsistent text structures, broken links and access to an infinite amount of information completely unrelated to their intended reading purpose"(Nielsen, 2002). These complexities sometimes confused students' main objective in reading some engineering

articles. Therefore, students' skills in using search engine should be prepared before reading non-printed multimodal texts on internet.

IMPLICATIONS

Based on the result of the research, there are some implications that can be benefit to the English teachers especially those who teach engineering students. The first implication deals with the need in selecting reading materials suitable with students' interest. In this case, teachers should find interesting materials which can stimulate and motivate learners. In fact, various constructs of reading motivation include the aspect of involvement which refers to "the pleasure gained from reading a well-written book or article on an interesting topic" (Wang and Guthrie, 2004). Therefore, teachers should be able to select interesting materials to encourage creativity and offer new ideas and information to learners. Of course, those materials should be grounded on students' existing knowledge and previous experience. By selecting interesting materials, it is hoped that students' passivity or negative attitude toward reading can be overcome.

The second implication related to the need in selecting the reading materials suitable with students' level. Since this study performs extensive reading program, teachers should make sure that non printed multimodal text are easy to understand. In this case, English teachers can make use of the Flesch Kin-caid ***Readability Analysis*** program on the internet (http://www.readabilityformulas.com/freetests/six-readability-formulas.ph) to check the reading ease and the grade level of the articles given to the students. Thus, students would not feel frustrated in performing the activities in extensive reading program.

The third implication deals with teaching methodology that would affect students' engagements during the learning process. In this case teachers should give more variations of the assignments for the students during the extensive reading program. There are some examples of the extensive reading practices that have already done by other researchers using different kinds of reading text (linear text) such as reading short stories, novel or any interesting books. However, in assigning the reading activities, teachers should consider students' needs.

Hence, the last implication that all teachers should consider before implementing non printed multimodal text into extensive reading program is preparing the students to comprehend the strategies in reading online. In this case, teachers should always perform experiments in the classroom to find out the best approach to use with a particular group and then adjust the learning activities accordingly.

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EFL TEACHERS' NEED OF LANGUAGE PROFICIENCY PROFESSIONAL DEVELOPMENT: WHEN POLICY AND PRACTICE COLLIDE

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Abstract
Align with the increasing demands of qualified and professional English as Foreign Language (EFL) teachers the need of improving the capabilities of the EFL teachers, both pre-service and in-service teachers is unavoidable. In-service EFL teachers still have to update, upgrade and refresh their competences in ELT which include their pedagogical competence (teaching skill) and professional competence (subject matter) through professional development (PD). As one of the four competencies that a teacher should have, professional competence holds an important role in helping the students to learn English well. Therefore, it is obvious that EFL teachers' PD is essential for the teachers to support their learning leading to their empowerment as professional English teachers. This qualitative study tried to see the phenomenon of the EFL teachers' need for language proficiency professional development by using interview as the main data collection instrument to get the information. The participants of the study were EFL teachers who joined professional teacher training program (PLPG) at Universitas Negeri Surabaya (Unesa) in 2017. The findings showed that most of the participants were very confident with their English mastery. However, they stated that they needed regular and continues PD activities specifically for their language proficiency. The activities range from maintaining the four micro skills, provide scholarship for teachers to have short course program abroad to maximizing the function of subject teacher association (MGMP).

Keywords: EFL teacher, language proficiency, professional development

INTRODUCTION

The 21st century or modern era brings challenges and gives impact not only on the social and cultural areas but also in education in meeting with the growing and changing needs of the 21st century students. In the education area, it concerns with teachers' quality. Teachers need and have to develop their competencies in their teaching skills covering pedagogical and professional areas. It means teachers need to keep up with the changes by joining professional development (PD) activities. Richards & Farrell (2005) state that the idea of teacher development is that it serves as a long-drawn goal and growth of teachers' understanding and mastery of teaching and learning process and of themselves as teachers. In other words the term profession as a teacher is a life-long learning or a career-long learning process for the teachers to undergo in their career as teachers. It is also expected that by joining PD activities, teachers will be able to to stay abreast with the challenges and future demands as professional teachers, that also includes English as foreign language (EFL) teachers. EFL teachers need to make themselves aware to keep their teaching quality high. Moreover, the goal of PD aims at the change of both teacher's belief toward their need of PD and the change in the teacher's teaching practices which will improve students' outcome (Guskey, 2003). It is related with the abilities of the teacher to provide good language models and to maintain use of the target language in the classroom.

The important role of EFL teachers in the process of their students' learning of English as the target language leads to the urgent idea for the teachers to support their learning leading to their empowerment as professional English teachers. The English teachers need to keep up with the

development of the innovation and change in the area of English language teaching (ELT) by trying to update, upgrade and refresh their competences in ELT which include their pedagogical competence and professional competence, (Wulyani, 2017; Supriatna, 2011 and Goh, 2013). Pedagogical competence is related with the teacher's aptitude of the teaching skills, material and curriculum development, assessmentt and professional competence deals with the teacher's mastery of the subject, in this case English.

The Importance of EFL Teachers' Language Proficiency

EFL teachers' self-awareness in updating, upgrading and refreshing their target language knowledge and mastery and also teaching skills, will be able to attract students to make them more engaged in their learning by becoming more effective in their teaching and able to become a model for the students. Having a good mastery of the target language is one of the qualities of a good English teacher. Richards (2010), mentions 10 qualities or characteristics of exemplary language teachers, one of them is about the language proficiency. Specifically, it covers the abilities in making sound pronunciation of the target language (Al-Maqtri and Thabet, 2013) and how to use the target language fluently and confidently in the classroom and to give appropriate feedback on students' oral and written work (Van Canh and Renandya, 2017). It is in line with Richards (2011) who mentions that EFL teachers' language competencies include the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty.

Learners tend to look up to their teachers as their model in the process of learning and acquiring the target language. The possibility for the learners to get the experience to communicate with native speakers of English is a very small. As millenial generations they have the chances to see, watch and listen to the use of the target language, by making use of the advancement of the technology to help them. The availability of internet access whether it is a public or a personal internet access will make the students can easily get the information using their gadgets or laptops. However, the learners still need guidance and help from their teachers. Therefore, EFL teachers' teaching competence and language proficiency are still very important for the teachers to master or possess. Teacher lack of English proficiency, has been pointed out as one of the biggest obstacles for successful teaching and learning of English (Butler, 2004).

There have been some researchers from different countries who have done research on EFL teachers' English proficiency particularly on their need of PD for their language proficiency. In Malaysia, aside from the fact that it considers English as second language, Khandehroo et al. (2011) find that Malaysian EFL teachers' need of PD related with maintaining their language skill is still high and it is the most demanded PD. It shows that even in a country where English is its second language which the use or study of the English language by non-native speakers in an English-speaking environment. The people of Malaysia have already familiar with a lot of English terms, words and sentences but still Malaysian English teachers considers and needs to have PD related with their language skills. Meanwhile in Vietnam, due to the ten-year National Plan for "Teaching and Learning Foreign Languages in The National Formal Education System in the Period 2008 – 2020", it requires a high quality human resources in this case competent English-speaking people. Lich (2015) in his research on the tertiary EFL teachers' needs for professional development, finds that the participants underline the importance of having PD on three domains: knowledge of language, know of language teaching, and knowledge of language learners. The same as the Malaysians, the Vietnamese EFL teachers also see that language proficiency as

an important elements for the EFL teachers to be maintained.

In the Indonesian context, the teaching and learning of English is as foreign language. The learners only have access to using English as a means of communication in their daily lives inside the classroom. Therefore, when a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013). In other words, the role of teachers is very important because they are the main model, source and facilitator of knowledge and skills of the target language as part of the teacher's professional competence. The teachers' use of instructions and explanations in the teaching and learning process in the classroom is the only real example of the use of English as means of communication they can experience. As it is the goal of the teaching of English is to make learners able to use English as a means of communication in the future. Therefore, teachers' professionalism related with their subject they teach is essential. Muth'im (2014) suggests that teachers' professional abilities must be continuously developed through various activities, such as attending conferences or workshops about teaching, and attending teacher association meetings that focus on improving the quality of their practice. It is clear that EFL teachers' professional competence should receive the same portion of attention for development program from the government and the teachers themselves.

Language Proficiency Professional Development for EFL Teachers

A teacher needs to have self-awareness to develop further and continue their skills and experience as part of their effort as professional teacher. Professional development is the obvious choice for the teachers to fulfill the responsibility. Igawa (2008) mentioned that teacher's professional development connects many different aspects of teacher's professional development and his/her personal development. There have been various result in research which found the effect of involving in PD programs for EFL teachers from teacher's change of behavior and teaching performances, how teachers can be more effective and efficient in their teaching to the increasing self-efficacy of the EFL teachers. In terms of EFL teachers' teaching behavior and performances, many studies found that after joining PD programs EFL teachers improve their classroom performances as their teaching became more communicative, organized, effective and attentive to students' needs, and principled in their classrooms (Choi and Andon, 2014; Giraldo, 2014; Farrell, 2015 and Al-Asmari, 2016). The teachers' own awareness, responsibilities and experiences play an important role in growing the belief that their profession is growing to reach an ongoing goal. Their belief of the importance of professional development then put into practice by joining professional development programs whether it is individual or institutional.

The individual form of PD basically comes from the teachers' motivation to keep up with the latest information on English language teaching (ELT) issues and the realization of their need of upgrading and maintaining their teaching and language competency. Murray (2010) mentions some examples of teacher development activities for language teachers such as reading journal articles, doing reflections on teaching, keeping a teaching journal, sharing journals, peer mentoring/coaching, joining teacher support groups, joining local or national or even international teachers' associations, and participating in workshops and conferences either as a presenter or just participant. And for the institutional form of PD which is obligatory for teachers to join is usually organized by a company or an institution in order to improve the teachers' practices of working into a more professional level. Abdullah (2015) and Wyaat & Ager (2017) call it as top-down PD program, such as professional teacher certification program, PD on understanding the curriculum and how to design a good and effective lesson plan.

The second type of PD is the most common PD program followed by EFL teachers in Indonesia.

In Indonesia, there were studies which inform that the most frequent types of PD in Indonesia is related with teacher's pedagogical competence. Abdullah (2015) in his research found that PD program from the government administered by The Ministry of Education and Culture (MOEC) called Teacher Professional Training, known as Pendidikan dan Latihan Profesi Guru (PLPG) which consist mostly on developing pedagogical competence can become the means for the teachers to learn. Priajana (2017) and Irmawati et al. (2017) both studies reported on how the EFL teachers pursue their PD related with their pedagogical competence.

Among the four competences stated in the Teachers and Lecturers Act No.14/2005, two competences, pedagogical and professional, stand out in the context of ELT (English Language Teaching). EFL teachers have to keep up with the dynamic of the change in the policy related with the teaching of English which requires them to upgrade and develop their teaching skills. But EFL teachers should not neglect to update and maintain their professional competency related with the teachers' language proficiency. In terms of providing good language models for the students, Van Canh and Renandya (2017) find that EFL teachers with advanced level of proficiency would enable them to do their job better and to use the target language fluently and confidently in the classroom, to serve as good language models, to select and adapt teaching materials for more effective use, and to give appropriate feedback on students' oral and written work. The impacts are in the betterment of teacher classroom practices, teacher teaching effectiveness, and student learning results. Therefore, we need to put the light on the importance for the EFL teachers in every level of education to continue update and maintain their language proficiency through any means possible. And that language proficiency PD programs should be done continuously and regularly as part of the lifelong learning for the EFL teachers.

In this study, the author's contribution is more to the implication of the result of finding out the EFL teachers' self-reported English mastery, their need of language proficiency professional development (LPPD), their views on efforts they can do to upgrade or maintain their language proficiency, and the challenges they face in order to join LPPD to the increasing self-awareness of EFL teachers toward the importance of language proficiency mastery and for the government to provide more professional development programs for EFL teachers particularly language proficiency professional development programs.

RESEARCH METHOD

The study used mix-method of quantitative and qualitative methods. It used questionnaire and interviews to get the data concerning with EFL teachers' views on their need of the language proficiency professional development (LPPD) and to get their opinions on the efforts they have done to upgrade or to maintain their language proficiency and also to find out the challenges the EFL teachers' face to join the LPPD. The researcher distributed 60 questionnaires. Out of 60 questionnaires the researcher got 32 questionnaires of EFL teachers. Their ages range from 28 – 40 years. There were 11 male teachers and 21 female teachers. They were the participants of the last teacher professional training (PLPG) program held by the Ministry of Education and Culture at State University of Surabaya in 2017. The participants were given a questionnaire which consists of three parts. Part one is about demographic information. Part two is about EFL teachers' professional development. The survey instrument form is adapted from Butler, 2004 and Chacon, 2005. The adaptation was made to fit the context of Indonesian EFL teachers and to meet the Indonesian EFL teachers' characteristics. The interview is a semi-structured interview with 6 questions about

EFL teachers' efforts and challenges in joining LPPD.

RESULTS

EFL Teachers' Self-reported English Proficiency

The participants were asked to self-report on their English proficiency in question number 1 of the second part of the quesitonnaire. They had to measure by themselves how proficient their English is. The self-report scoring ranges from 1 to 10. It consists of the scoring for EFL teachers' general English (GE) and also for English skills such as listening (list), reading (read), writing (write), speaking (speak) and grammar (gram). Using hypothetical calculation for the score of the self-efficacy, the researcher classified the result into three, high, medium and low self-report score. High self-repeort score ranges from 8 – 10, medium self-report score ranges from 5 – 7, and low self-report score ranges from 1 – 4. The result can be seen in Diagram 1 below.

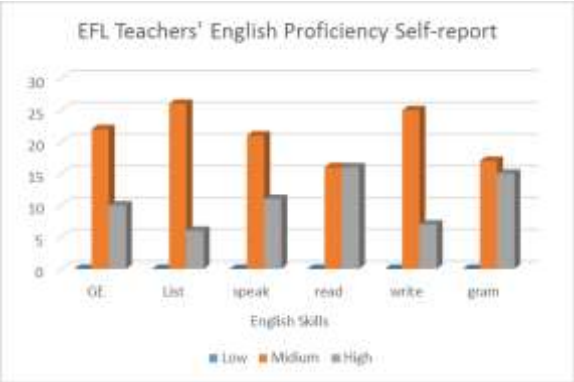

Diagram 1. EFL Teachers' English Proficiency Self- report

From Diagram 1 we can see that most of the participants (66%) considered themselves to have English proficiency in the midium level of proficiency from general English (GE) to the English skills. About 34% of the participants considered themselves to have high level of English proficiency. Except for the reading skill, the number of participants who stated to have medium and high level of English proficiency were equal. There were no EFL teachers stated themselves to have low English proficiency score.

EFL Teachers' Need of Language Proficiency Professional Development

The second part of the questionnaire is about EFL teachers' professional development. It aims at gathering the participants ideas and opinions on professional development in general then leading to their need of language proficiency professional development. The participants were given four choices of Likert scale, they are strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD), toward the statements in the questionnaire. The result can be seen from the Diagram 2 below.

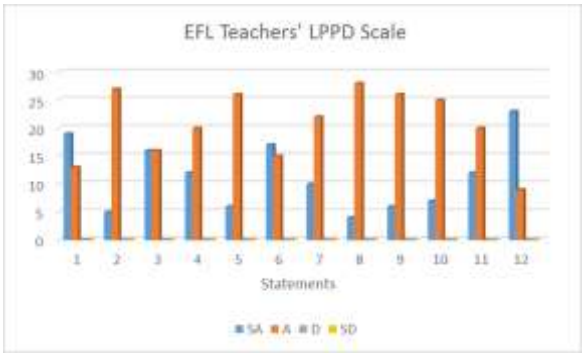

Diagram 2. EFL Teachers' LPPD Scale

Diagram 2 shows that all 32 the participants chose the answers of SA and A. None of participants chose the answer D or SD. In a more detailed data, the questions in the questionnaire can be divided into four categories. The first category (question 2 to 5) is related with the EFL teachers' need of LPPD. There were the total of 76 answers agreeing with the statements and 52 answers strongly agree with the statements. The second category (questions 6 and 7) is about English teacher association. There were the total of 41 answers agreeing with the statements and 23 answers strongly agree with the statements. The third category (questions 8 to 11) is about the activities that EFL teachers can do to upgrade or to maintain their language proficiency. The same with the first two categories, more

choices on agreeing to the statements with the total of 101 answers and only 27 answers strongly agree with the statements. The last category, (questions 12 and 13) deals with EFL teachers' views on their responsibility to get involved in any professional development and their view on the government's responsibility to provide PD programs. There were 35 answers strongly agreeing with the statements and 29 answers agreeing with the statements.

EFL Teachers' Efforts and Challenges in Joining LPPD

After the participants were given the questionnaire, the researcher chose randomly six participants to be interviewed. The result of the interview shows that for question number 1 all six EFL teachers have the same ideas that EFL teachers should upgrade and maintain their language proficiency. Question number 2 deals with the participants' participations in any development program specifically for their language proficiency. Their answer were that they have never participated in such development program. Questions 3 and 4 deal with the participants' participation in English-speaking conferences or seminars (national or international) as participant or as presenter. From six participants, there was only one of them who has ever attended an international seminar as a participant. For question number 5, it is about the activities EFL teachers can do to upgrade or maintain their language proficiency. The participants' answers ranges from reading English books, articles, watching English movies, joining English teacher association. And question number 6 deals with the challenges EFL teachers' face to join LPPD. The answers cover the scarcity of PD specifically for language proficiency, or they have never heard of such program, they do not have time due their tight schedule at their school, some of them stated that the conference, seminar or PD programs are too expensive, and all of those challenges lead to the low effort from the EFL teachers to join LPPD.

DISCUSSION

From the results of the questionnaire we can see that EFL teachers share the same ideas of the importance of professional development for their professionalism, they also underline the importance of upgrading and maintaining their language proficiency by joining a language proficiency professional development (LPPD) or doing activities such as joining English teachers association, attending and becoming the presenter of English-speaking conferences or seminars (national or international), reading ELT materials or other English-printed books, journals or articles, and joining online courses. EFL teachers also agree that they need to have self-awareness of keeping their professionalism not only pedagogically but also professionally as a part of their individual responsibility. But, they still see the importance and urge the government to also provide them with a specific PD for their language proficiency. This is where the collision between the government's policies which underline teachers' PD is teachers' own responsibility to undertake and the fact that teachers do not see this policies as an "obligation" since in reality there is no strict supervision on their language proficiency. The government, in this case The Ministry of Education and Culture (MOEC), has already offered programs for teachers such as scholarships for continuing teachers' study, national scale competitions such as National Teacher Olympiad (OGN) or Learning Innovation (INOBEL) etc. But in practice, it is hard to compete in getting the scholarship for continuing their study, and the competitions do not attract the attention from the teachers to participate.

The next collision is related the four competences in the Teachers and Lecturers Act No.14/2005 which two of them, pedagogical and professional competence, stand out and should be given the same attention from the government. In practice, the most frequent PD offered by the government are only dealing with how to understand the latest curriculum, how to make a good lesson plan (which are written

in Bahasa Indonesia) and what needs to be done to make the students achieve the minimum passing score for each subjects in the national examination. In other words it only focuses on the pedagogical competence of the teachers. It is also a fact that the regular supervisions which have already been done only cover on how well a teacher can make good lesson plans for their teaching and learning activities in their classrooms. The teachers' professional competence should have been given the same portion of attention as the pedagogical competence has. It is to guarantee that the teachers' knowledge and mastery of the subject they teach is updated, upgraded and maintained.

As for the interview, there is a contradictory fact from what the EFL teachers have stated in the questionnaire and what they have done in reality related with their professional development particularly language proficiency professional development. From six randomly selected interviewees, there was only one teacher who said that he attended an international seminar. In one hand it contradicts to the statements of the teachers in their questionnaire which shows that they agree seminars, conference are some of the activities they can follow as the way to maintain their language proficiency. But, in another hand it is in line with their statement in the interview that teachers do not have spare time to follow or join activities or development program for their language proficiency due to their teaching and administrative work at schools and also about the financial issue that to join such program will be costly for them.

There are ways to avoid a more serious collision between the policy and the practice. One of them is to initiate a concept of language proficiency upgrading program from a school-university linkage. The schools, teachers or the MGMP (the subject teacher forum) can start the idea of the need of such program in order to promote teacher professional development, not only their pedagogical competence but also their professional competence, specifically English. The English department of the university can then hold the program. It can become the English department's lecturer community service program. To overcome with the problem of unsupportive leadership or school principals, the English department can cooperate with district or provincial office of education to "force" the school principals to allow their English teachers to join the upgrading program and also to provide subsidiary fund for the teachers to join the programs.

CONCLUSION

This research draws a conclusion that the EFL teachers' need of language proficiency professional development is inevitable. As language teachers, EFL teachers, they need to regularly upgrade and maintain their language proficiency. It is true that their load of works, pedagogical and administrative, at school and also the unavailability of a specific professional development, such as language proficiency professional development, have driven and forced many of EFL teachers to neglect or forget the importance of their language proficiency as part of their professional competence in their teaching and learning activities. Therefore, it will take all related parties, the government, (the Ministry of Education and Culture), the institutions (e.g. universities, language centers), subject teacher association (MGMP) and the teachers themselves need to work together to sound and to make their voices heard concerning with their need of regular language proficiency professional development.

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INVESTIGATING ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS ABOUT A GOOD ENGLISH LANGUAGE TEACHER

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Abstract
Teaching is a lifelong learning process and even if a teacher may have years of experience in teaching English as a foreign language, one might not know whether he/she has become a good teacher or not. The perceptions about a "good" English language teacher have been varied among the language learners and the teachers themselves. However, it is important to find out what kind of a "good" English language teacher based on learners' perceptions in order to discover what they believe and what they expect from their English teachers when they are learning the language. This present study aims at investigating and describing the qualities or the characteristics of a good English teacher based on the learners perceptions. The population for this study are the students of English Department of FKIP LambungMangkurat University Banjarmasin in three batches (batch 2015, 2016, and 2017), and when the time data collected they were at the sixth, the fourth and the second semester. The questionnaire given is in the form of close-ended questions and analysed quantitatively. The findings of this study are expected to help teachers to reflect or evaluate themselves and refresh their teaching practice when necessary, as well as for their own improvement and further professional development.

Keywords: students' perceptions, a good EFL teacher, characteristics, effective teaching

INTRODUCTION

Teaching is not an easy thing to do and not everyone can do this. It needs more than just having good knowledge and competence in some sorts of subject matter, but it also needs intention, perseverance, patience, determination, and passion to never stop learning. Teachers must prepare themselves with all the possibilities that can take place in the classroom; starting from students who have a diversity of attitudes, behaviors as well as intelligence, fluctuating moods, changing materials, or teaching techniques that do not work in some ways and so forth. However, we then find that teaching is also a pleasant job; we can hear the students laughing and see their cheerful faces when we tell something funny, or we find our students improving, or we discover something new and it challenges us to learn more. These bad and good things will go on and on-for a lifetime in our teaching activities.

Since becoming a teacher is a lifetime process, he/she needs to always improve and develop his/her professionalism and this is also the case for English language teachers. There are some evidence that teachers hold a significant position in the process of teaching and learning and they play a main role in directing students to achieve their goals optimally in the study. Some assume that an effective teacher leads to an effective teaching which also resulted in effective learning of the students. Therefore, finding what students belief and perceive about their teachers is important to be acknowledged, especially in the context of English Department in Lambung Mangkurat University as one leading department which accredited A in South Kalimantan. However, the identification of characteristics of good English teachers is not beneficial for students only; it is important for the teachers as well in order to help them to understand how to approach and improve their pedagogical practices,

namely by enhancing their good characteristics and finding ways to overcome those that can impede their students' learning.

Defining "good" teachers has become the subject of many research and this idea is still debatable among researchers since the characteristics or specific traits which constitute effective teachers may very difficult to explain and thus, vary among countries, contexts, and across disciplines. Zhang & Watkins (2007) as in Al-Mahrooqi et al (2015) said that these differences may be influenced by a variety of factors including culture, gender, subject area, school level, and the curriculum used. This perception is also likely influenced by both teachers' and students' values (Saafin, 2005; Sotto, 2011 in Al-Mahrooqi et al, 2015). However, some basic criteria or characteristics have been identified from their findings. In fact, English language teachers are indeed different from teachers of other subjects in some ways. Borg (2006) states that the differences are related to nature of English itself as a subject, the content of teaching, the teaching methodology, teacher–learner relationships, and contrasts between native and non-native speakers. Therefore, despite any differences that this study will discover later on, it is still significant to find out what makes a good teacher in the context of Indonesia where English is learned as a foreign language.

For the purpose of this study, the terms good English language teacher and effective educator are being used interchangeably to mean the same thing, that is an individual or a teacher who teaches English as a foreign language who possess some or all traits of being a good teacher. Additionally, the terms characteristics, attributes, or qualities are also used to refer the same thing, namely marks or traits possessed by good EFL teachers. Meanwhile, the terms perception, attitudes and beliefs are mentioned to state the same thing, that is, "a set of mental constructs that name, define, and describe the structure and content of mental states thought to drive a person's actions" (Richardson, 1996 in Brown, 2006). In particular, it may be useful to point out that although this study limited itself on finding the characteristics of EFL teachers that fits into Indonesian context, the results may be applicable also for all teachers in all subject matters in other areas. As Brown (2007) suggests that the lists of attributes of good teachers should be seen as reflection to healthy teacher development and then treat them as suggestions, possibilities, and mental prods to stimulate some further growth.

Good EFL Teacher Characteristics

English in Indonesia is considered as a foreign language; therefore, not everyone uses the language for communication and sometimes the exposure is limited only in the classroom. This situation makes the English teachers have to work harder since they often become the only partners whom the students have the opportunity to practice their skills in the language. The objective of English teaching is to make students to be able to use English well and correctly both in oral and written form, then effective teaching is critically needed. Since effective teaching comes from effective teachers, a description about characteristics required by those teachers seen from students' perspectives is necessary to define in order to have better understanding on what the students expect as well as providing the teachers with useful information about what they need to cater for. In fact, "having an 'effective' teacher is the fundamental need of an EFL class for efficient functioning of educational systems and for enhancing the quality of learning" (Shishavan&Sadeghi, 2009).

Research measuring effective teaching and effective teachers has gained many findings or results. For instance, Harold B. Allen (1980) as cited in Brown (2007) says that an effective language teacher is a teacher who has a degree in English language teaching, is enthusiast with the

language, has good critical thinking, has the persistence to always improve oneself, self-subordination, cultural adaptability, professional citizenship, and always excites about one's work. Brosh (1996) in Borg (2006:6) and Park and Lee (2006:238) has identified five specific characteristics to be most required by foreign language teachers and students in Israel, namely knowledge and command of the target language, ability to teach, ability to arouse and sustain interest and motivation among students, fairness and justice to each students, and availability to students. Furthermore, Brown (2007) also made some characteristics of good language teachers based on his own observation which include four main areas, namely technical knowledge, pedagogical skills, interpersonal skills, and personal qualities.

Related to the characteristics of effective English language teachers, Park and Lee (2006) distributed a self-report questionnaire on three major categories namely English proficiency, pedagogical knowledge, and socio-affective skills to 169 high school teachers and 399 students in Korea. It is found that the two groups have different perceptions: the teachers ranked English proficiency as the highest, while the students ranked pedagogical knowledge as the first thing that English teachers should have. However, reading and speaking proficiency, arousing students' interest in learning English, and building students' self-confidence and motivation were general characteristics agreed by all groups as important points to be recognized.

Another study conducted by Shishavan and Sadeghi (2009) showed similar results as Park and Lee (2006) that Iranian teachers and learners hold different opinions on some qualities of effective English language teachers. The teachers perceived that mastery of the target language, good knowledge of pedagogy, the use of particular techniques and methods, and good personality will make them good teachers. Meanwhile, the students opted on the characteristics related to a teacher's personality and the way he behaves toward his students. However, there are some characteristics that both teachers and students consider necessary for an effective teacher to have, namely being patient and flexible, caring about students' needs, showing positive attitudes towards learners, and being smart and creative. Zamani and Angahari (2016) also established a study for Iranian English language learners at university level on four categories of an effective teacher including English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. The results pointed out that the students expect a good English teacher to have some important qualities such as the ability to develop proper relationships with students, ability to build students' confidence, ability to maintain discipline in the classroom.

Likewise, Çelik, Arikan and Caner (2013) enrolled a survey to 998 undergraduate students at a state university in Turkey by adapting an instrument developed by Yu-Hsin (1999) and Arikan, Taşer and Saraç-Süzer (2008). They noted the importance of pedagogical and content knowledge, personality traits, professional skills and classroom behavior to be possessed by effective EFL teachers. Among those traits, exhibits fairness in decision-making, is successful in reducing students' anxiety, demonstrates enthusiasm, teaches pronunciation well, and teaches speaking skills adequately are the most qualities expected by the learners to have by their teachers. Meanwhile, Al-Mahrooqi et al (2015) found that Omani high school students and teachers generally agree that good EFL teachers should have content knowledge about teaching and learning, pedagogical knowledge about teaching and learning, knowledge about students and classroom management and knowledge about oneself which consist of general characteristics, affective variables, and professional development. Their findings are related to having a high level of English

language proficiency and treating students equally and with respect being of especial importance.

Similar research about what constitute an effective teacher also done in Indonesian context. Sundari (2016) investigated the perception from Indonesian university students and she used two-section questionnaire including close and open-ended questionnaire designed by Shishavan&Sadeghi (2009). The findings cover some areas related to content/language knowledge, pedagogical knowledge, communication and socio-affective skills and personality of English teacher. In other words, most of the students perceive that an effective English teacher should have English proficiency, should know how to teach, should be able to communicate well and be good figures for his/her students. Moreover, her findings also portray the perception of the students learning experiences in English and the expectation for themselves as prospective teachers in the future.

Most recently, Restu, Atmowardoyo, and Akil (2018) tried to find out the profile of effective English teachers from the views of the students in three of the best and the most favorite senior high schools in Gowa Regency. They based the qualities of effective EFL teachers on four competences stated in Permendiknas number 12 year 2007, namely pedagogical, personal, social, and professional competence. At the end, they concluded that an effective English teacher should have all four competencies since they all are interlinked and proponent to each other. It means that, one cannot be said to be an effective teacher if he or she misses one of the competencies.

METHODOLOGY

Participants

The population for this study was English Department students in three batches, specifically batch 2015, 2016, and 2017. The students are prospective English teachers for junior and high school level since they are studying in Teacher Training and Education Faculty (FKIP). The researcher employed random convenience sampling and took a half from each batch as the sample. There were 131 sample selected which consist of 38 students from batch 2015, 40 students from batch 2016, and 53 students from batch 2017.

Instrument

The purpose of this study was to examine the perceptions of English Department students in FKIP ULM Banjarmasin of a good English language teacher. A quantitative approach was utilized to evaluate the students' responses through a survey instrument which was adopted from a study conducted by Wichadee (2010) and Zamani and Angahari (2016). There were four categories of characteristics included in the instrument, namely 1) Organization and communication skills: teacher's ability in organizing, preparing, and communicating the subject matter; 2) Pedagogical knowledge: what teacher know about teaching his/her subject; 3) Socio-affective skills: teacher's personality, sociability, and attitudes toward his/her students; and 4) English proficiency: what teachers know about what they teach, in this case, English. Each category accompanied by fifteen statements; therefore, there were sixty statements overall. The respondents were asked to give their choice based on a five-point Likert scale in order of importance (1 = not important at all, 2 = not very important, 3 = neutral, 4 = important, 5 = very important).

Data Collection and Analysis

The instrument was randomly distributed to the population in each batch and stopped when the number has reached the quota for the sample. Before the sample answered the questions in the instrument, the researcher briefly explained the nature of the study and asked them to answer it sincerely and honestly. The students were convinced that their responses to the questionnaires would be kept confidential and not be used

for other purposes. In addition, they were told that there were no correct or incorrect answers for their responses. The questions in the survey instrument were in English in regard that the sample understood all items.

To draw a conclusion about the most significant characteristics of a good EFL teacher perceived by the students, the researcher analyzed the data taken from each batch in four categories of the characteristics. The students' responses were changed into a form of frequency and then analyzed descriptively from percentages. This study was not intended to compare or correlate the differences among the three batches in their views on the characteristics, rather than just to explain or describe which characteristics mostly chosen by them. However, the researcher only remarked the highest five characteristics taken from very important and important options within each category of the characteristics, and what characteristics agreed by all batches to be discussed in the findings and the discussion. Subsequently, the researcher did not attempt to rank which of four categories is thought to be the most important, important or not important since the researcher considered all of them are important to characterize a good EFL teacher.

FINDINGS

This study was conducted to describe qualities or characteristics of effective English teacher according to the perceptions of EFL learners at university level as prospective English teacher. There are four categories of a good English teacher being examined in this study, namely English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. The findings for each category from each batch are shown in the tables below.

Table 1. Percentages of students' perception on organization and communication skills from each batch

	5			4			3			2			1		
State. No.	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1	21	33	32	50	43	42	29	25	25	0	0	2	0	0	0
2	55	40	55	34	43	40	11	18	6	0	0	0	0	0	0
3	66	40	68	26	43	23	8	18	9	0	0	0	0	0	0
4	32	28	45	58	48	40	11	25	15	0	0	0	0	0	0
5	8	23	25	58	43	40	29	35	26	5	0	9	0	0	0
6	16	18	30	26	55	53	58	18	17	0	10	0	0	0	0
7	21	18	47	66	50	40	11	33	13	3	0	0	0	0	0
8	26	23	47	66	53	40	8	25	13	0	0	0	0	0	0
9	58	45	72	39	35	26	3	20	2	0	0	0	0	0	0
10	32	33	53	55	48	38	13	18	9	0	3	0	0	0	0
11	26	38	60	61	35	23	5	28	17	8	0	0	0	0	0
12	8	13	9	39	35	45	53	40	42	0	13	4	0	0	0
13	11	8	25	39	43	38	50	43	32	0	8	6	0	0	0
14	18	13	25	50	45	60	32	40	15	0	3	0	0	0	0
15	26	45	47	37	43	40	29	13	9	8	0	4	0	0	0

Part 1 is about organization and communication skills of a good language teacher. It can be seen from Table 1 that a good teacher must have all features mentioned. Batch 2015 perceived their EFL teacher must have ability to make courses interesting and being smart to deviate attention of students from everything else to the topic (66%), ability to analyze students' needs (66%), ability to make/stimulate students to interact/communicate with each other (66%), and ability to prepare the lesson well and use class time wisely (61%). Meanwhile, these three characteristics got the same percentage (58%), namely having good communication skills, having ability to plan and state the objectives of the lesson clearly, and encouraging students to use the English language all the time in class.

Meanwhile, the students in batch 2016 supposed that their teacher must stress the most important points and providing detailed explanations while reading/listening (55%), have ability to analyze students' needs (50%), and have ability to make students to interact/ communicate with each other (53%). Additionally, having ability to plan and state the objectives of the lesson clearly, and having ability to prepare appropriate material got the same percentage (48%), as well as having good communication skills, and providing opportunities to use English through meaningful tasks and activities which got 45%.

Likewise, for batch 2017, having good communication skills (72%), using easy language to aid student understanding (55%), having ability to make courses interesting and being smart to deviate attention of students from everything else to the topic (68%), and preparing the lesson well and using class time wisely (60%) are considered very important to be possessed by their English teacher. In the meantime, providing opportunities to use English through meaningful tasks and activities (60%) is considered important as well.

From the findings, it can be said that in organization and communication skills category, the students from each batch ranked having good communication abilities as the first important criteria that must be retained by a good EFL teacher.

Table 2. Percentages of students' perception on pedagogical knowledge from each batch

State.	5			4			3			2			1		
No.	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1	5	8	9	33	35	38	50	53	45	8	5	4	0	0	4
2	18	23	51	58	43	32	20	30	17	0	5	0	0	0	0
3	13	25	40	68	48	51	15	28	9	0	0	0	0	0	0
4	30	35	43	48	50	49	10	15	8	8	0	0	0	0	0
5	20	33	43	40	40	38	25	28	19	10	0	0	0	0	0
6	15	25	23	45	40	55	35	35	23	0	0	0	0	0	0
7	8	13	23	78	38	34	10	43	38	0	8	6	0	0	0
8	0	10	19	45	33	38	50	53	42	0	5	2	0	0	0
9	25	15	17	30	53	51	33	33	30	8	0	2	0	0	0
10	8	18	38	50	38	28	38	45	26	0	0	6	0	0	4
11	43	33	38	50	43	47	3	20	15	0	5	0	0	0	0
12	25	33	36	43	23	38	28	40	26	0	5	0	0	0	0
13	25	18	30	45	53	45	25	30	25	0	0	0	0	0	0
14	25	20	57	53	60	36	18	20	8	0	0	0	0	0	0
15	28	33	45	58	45	42	10	23	13	0	0	0	0	0	0

Next, Part 2 talks about pedagogical knowledge. There are also fifteen statements to be chosen by the participants. The results can be seen in Table 2. The students from

batch 2015 claimed that it is important for an effective teacher to be able to use various materials in teaching the language (58%), promote communicative language learning (68%), develop students' language skill (78%), explain vocabulary and grammar through real world examples (53%) and set tasks with clear outcomes (58%).

Furthermore, batch 2016 chose some important points of an effective teacher, namely able to promote communicative language learning (48%), motivate students by supporting their self-efficacy (50%), encourage the students to learn English outside the classroom (53%), provide constant feedback (53%), and able to explain vocabulary and grammar and use relevant real world examples in lessons (60%).

Table 2 also shows that the students from batch 2017 believed that a good language teacher must be able to use various materials in teaching the language (51%), promote communicative language learning through activities and discussion in the classroom (51%), assess what students have learned rationally (55%), encourage the students to learn English outside the classroom (51%), and explain vocabulary and grammar through relevant real world examples in lessons (57%).

For pedagogical knowledge, the three batches of students agreed that it is important for an effective EFL teacher to have abilities in promoting communicative language learning through activities and discussion, and explaining vocabulary and grammar through relevant real world examples in lessons.

Table 3. Percentages of students' perception on socio-affective skills from each batch

State No.	5			4			3			2			1		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1	13	15	36	43	33	32	33	33	32	8	15	0	0	5	0
2	23	8	30	45	45	26	28	48	38	0	0	6	0	0	0
3	35	45	66	58	45	30	3	10	4	0	0	0	0	0	0
4	30	23	43	30	40	36	30	33	21	5	5	0	0	0	0
5	28	43	49	60	38	38	8	20	13	0	0	0	0	0	0
6	53	43	55	30	38	34	13	20	11	0	0	0	0	0	0
7	40	45	62	43	38	23	13	18	15	0	0	0	0	0	0
8	48	53	62	33	30	23	15	18	15	0	0	0	0	0	0
9	20	33	47	60	45	38	15	23	15	0	0	0	0	0	0
10	15	40	40	53	35	30	28	25	30	0	0	0	0	0	0
11	20	30	36	50	38	45	25	28	19	0	5	0	0	0	0
12	38	38	49	45	45	32	10	18	19	3	0	0	0	0	0
13	28	38	38	33	40	36	28	13	25	0	8	2	8	3	0
14	28	20	45	38	45	26	23	30	26	8	5	2	0	0	0
15	20	20	49	63	60	26	13	13	23	0	8	2	0	0	0

Table 3 shows the results of socio-affective skills category of a good EFL teacher. For batch 2015, it is very important to have an approachable and friendly teacher (53%). Then, it is important to make courses interesting and motivate students (58%), to listen to students' points of view and opinions and let them express themselves (60%), be punctual (60%), be polite and respect the personality of the students (63%).

Meanwhile, the students from batch 2016 decided that be polite and respect the personality of the students (60%) as the highest criterion they wanted from a teacher. Next, treat students fairly and equally is the second highest very important criteria (53%).

However, there are some criteria which got the same percentage (45%), such as a teacher must neat and tidy in appearance, able to make courses interesting and motivate students, patient, punctual, able to build students' confidence, as well as flexible and open to criticism.

Subsequently, batch 2017 as sophomore in the Department said that a good English teacher must have ability to make courses interesting and motivate students (66%), patient (62%), treat students fairly and equally (62%), approachable and friendly (55%). While listening to students' points of view and opinions, building students' confidence, be polite and respect the personality of the students are the next characteristics they selected (49%).

Lastly, the students from each batch considered that ability to make courses interesting and motivate students, and polite and respect the personality of the students are the most important characteristics from socio-affective skills category that must be owned by a good EFL teacher.

The last part of a good EFL characteristics is related to English proficiency. Table 4 shows that 68% of the students in batch 2015 said that a good teacher must give them some control and decision-making over what they do. It is very important for the teacher to be able to read, write, speak, and understand spoken English well (63%). Next, having ability to make the subject of the lesson interesting (60%), good knowledge of English grammar (58%), able to maintain discipline in the classroom (55%) are important as well for the teacher.

Table 4. Percentages of students' perception on English proficiency from each batch

State.	5			4			3			2			1		
No.	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1	63	58	60	28	30	26	5	13	13	0	0	0	0	0	0
2	43	40	60	50	43	30	3	18	9	0	0	0	0	0	0
3	30	40	62	58	45	32	8	15	6	0	0	0	0	0	0
4	23	15	32	43	43	42	30	43	26	0	0	0	0	0	0
5	35	30	40	43	45	45	18	25	15	0	0	0	0	0	0
6	28	20	38	50	60	45	15	20	17	3	0	0	0	0	0
7	18	18	28	48	45	60	23	38	8	8	0	4	0	0	0
8	18	25	30	45	35	47	33	40	23	0	0	0	0	0	0
9	23	20	38	45	40	30	25	40	30	3	0	2	0	0	0
10	25	23	40	48	48	42	23	30	15	0	0	4	0	0	0
11	28	25	34	55	38	47	13	35	19	0	3	0	0	0	0
12	15	18	21	50	43	51	30	33	21	0	5	4	0	3	4
13	23	28	53	60	58	34	10	15	8	3	0	6	0	0	0
14	20	23	26	43	43	60	33	33	11	0	3	2	0	0	0
15	8	23	30	68	28	49	20	50	21	0	0	0	0	0	0

Batch 2016 chose differently from their senior. 60% of the students highlighted that being able to be flexible and vary techniques according to students' level and the teaching/learning situations is important criterion for a good teacher. Additionally, able to read, write, speak, and understand spoken English well (58%), able to make the subject of the lesson interesting to learners (58%), and able to create an entertaining atmosphere (48%), have good knowledge of English grammar (45%), have correct accent and pronunciation (45%), and emphasis error correction (45%) are other characteristics wanted by the students for their teacher to have.

In the meantime, batch 2017 emphasized that it is very important for English teacher to have knowledge on the language such as able to read, write, speak, and understand spoken English well (60%), know English vocabulary well (60%), and have good knowledge of English grammar (60%). Next, it is important to emphasis error correction (60%) and to help the learners become autonomous (60%).

To conclude, the students from each batch wanted an English teacher to have good knowledge on spoken English and grammar in term of English proficiency.

DISCUSSION

From the findings, it can be concluded that there are differences and similarities of the characteristics of a good EFL teacher within category chosen by the three batches of English Department students. Taking the most prominent qualities noted by the participants into account, from organization and communication skills category, the profile of an effective English language teacher is someone who is able to make courses interesting and being smart to deviate attention of students from everything else to the topic, able to analyze students' needs, able to make/stimulate students to interact/communicate with each other, able to prepare the lesson well and use class time wisely, have good communication skills, able to plan and state the objectives of the lesson clearly, encourage students to use the English language all the time in class, stress the most important points and provide detailed explanations while reading/listening, able to prepare appropriate material, provide opportunities to use English through meaningful tasks and activities as well as use easy language to aid student understanding.

From these categories, the three batches agreed that a good EFL teacher must have good communication abilities. In fact, the result is contradicted with Zamani and Ahangari (2016) in which they found that this characteristic obtains the lowest mean score, while ability to develop proper relationships with students gains the highest mean score. However, this finding approves the findings from Wichadee (2010) and Barnes and Lock (2013) in which the students in their study considered effective communication or delivery (communication skill and teaching method) as the most important category for an effective EFL teacher. Restu, Atmowardoyo, and Akil (2018) states that by having good communication skills, the teacher can develop good and close relationship with the students. By doing that, the students expect to consult their difficulties and needs in learning the language without having any fear of discouragement.

Additionally, the students also marked the importance of teacher's preparation in teaching such as planning the lesson carefully and using interesting and appropriate materials accompanied by meaningful tasks and activities that encourage communication among students in English. In line with the findings from Borg (2006), Park and Lee (2006), and Al-Mahrooqi et al (2015), this study confirms that being prepared for the class as well as able to arouse and sustain interest among students are desirable for an effective teacher. Then, having ability to use or make interesting materials or activities is most important to teaching since it stimulates students' attention and motivation which led to students' learning and this is vital to L2 acquisition (Dőrnyei, 1998 in Park and Lee, 2006).

Similarly, the students in this study demanded their teacher to use English all the time in class as the medium of instruction and communication since it is the only opportunity to practice the language. Though in English, the teacher is required to elaborate and give detailed explanations in order to make the students understand about the subject matter. These findings are relevant with Wichadee (2010) and Celik, Arikan, and Caner (2013) study in which they found the students in Turkish context wanted their teachers to have well-developed English skills and content knowledge (vocabulary and grammar), such as a high level of communicative competence, and the ability to explain the lessons in a clear and confident manner. They also believed the teacher should be a loving person who can reduce students' anxiety in the classroom and make the learning easy and enjoyable. However, Sishavan and Sadeghi (2009), Celik, Arikan, and Caner (2013) and Sundari (2016) findings also revealed that the participants in their study noted the use of first language or mother tongue in explaining difficult topics. Sundari (2016) argues that Indonesian students tend to have both languages to be used in the classroom due to some reasons. Meanwhile, the participants in Park and Lee (2006) study perceived the usage of English is not very important due to the absence of an oral proficiency test in the KSAT for the students and teachers lack of fluency.

The second category is pedagogical knowledge. The students in this study believed that an effective English teacher is someone who can use various materials in teaching the language, promote communicative language learning through activities and discussion in the classroom, develop students' language skills, explain vocabulary and grammar through real world examples, set tasks with clear outcomes, motivate students by supporting their self-efficacy, encourage the students to learn English outside the classroom, provide constant feedback, and assess what students have learned rationally. In this category, the students stressed out the importance of promoting communicative language learning through activities and discussion in the classroom and explaining vocabulary and grammar through real world examples for a good EFL teacher.

Related to the previous characteristics, the students under the present study favored their teacher to use English and communicative language learning approach in their activities and discussion in the classroom despite the differences they have in language proficiency. However, Barnes and Lock (2013) found the students with high proficiency tended to have communicative language learning with much exposure to English compared to low proficiency students since they were not afraid of losing face when they use incorrect English. Related to grammar instruction, the students in Barnes and Lock (2013) study were not supportive of explicit grammatical instruction though they expect teachers to have a good knowledge of vocabulary and grammar while the students in this study preferred to have vocabulary and grammar explanation through real world examples. In line with these findings, Brown (2007) says that in CLT, grammar is not taught separately; it is incorporated under various functional categories of communicative competence and a great deal of use of authentic language is encouraged for meaningful purposes.

Next, the students of English Department in socio-affective category would like to have an English teacher who is approachable and friendly, able to make courses interesting and motivate them, listen to students' points of view and opinions and let them express themselves, punctual, polite and respect the personality of the students, treat students fairly and equally, neat and tidy in appearance, patient, able to build students' confidence, flexible and open to criticism. In this category, the students in all batches emphasized on the importance to make the courses interesting and motivate them as well as be polite and respect the differences of students' personality. The same finding also revealed by Ghasemi and Hashemi (2011) in

Celik, Arikan, and Caner (2013) and Zamani and Angahari (2016) in which they found that some characteristics of effective teachers are universally desirable by the students under the study, namely reading and speaking proficiency; ability to arouse students' interest in learning English; and building students' self-confidence and motivation.

Nevertheless, if we traced back the characteristics chosen by the students in this study in the previous categories, it can be seen that all points are related to teacher's ability to make courses interesting and motivate students. The same results also found by Brosh (1996) in Shishavan and Sadeghi (2009), even though the teachers and the students' perceptions under the study were slightly different, they also emphasized the prominence of developing motivation and making lesson interesting. Based on this, it is necessary to point out that ability to make the courses interesting and give the students motivation to learn are important for a teacher to be considered as an effective one.

Meanwhile, related to English Department students' wish to have a teacher who is polite and respect the differences of students' personality, this finding is a little bit contradicted with Sishavan and Sadeghi (2009), Wichadee (2010), and Al-Mahrooqi et al (2015) study. In their study, the participants would like to have a teacher who can treat them equally and with a great deal of patience and care. Additionally, they underlined some other constructive characteristics on teacher's personality such as being patient, flexible and caring about students' needs, optimist, not bad-tempered, fair, friendly, and having positive attitude toward the students, and being smart and creative. The result comes up as the highest demand from the students is probably related to teacher's incapability to recognize students' needs and personality as the consequence of there are so many students to be remembered one by one.

The last category is English proficiency. The students from each batch chose highly some characteristics such as giving the learners some control and decision-making over what they do, able to read, write, speak, and understand spoken English well, make the subject of the lesson interesting, good knowledge of English grammar, maintain discipline in the classroom, flexible and vary techniques according to students' level and the teaching/learning situations, create an entertaining atmosphere to carry out the class activities, have correct accent and pronunciation, emphasis error correction, know English vocabulary well, and ability to help the learners become autonomous learners. In comparison among the three batches in term of English proficiency, to be able to read, write, speak, and understand spoken English well and have good knowledge of English grammar are important characteristics noted by them. The result is consistent with the findings from Park and Lee (2006), Wichadee (2010), and Celik, Arikan, and Caner (2013). The result might be due to the assumption that someone is considered to have good proficient in English if he/she can master all four language skills (listening, speaking, reading, and writing) and express both spoken and written grammatically correct. Wichadee (2010) says that having full competent in English language is very important for the job, as "English is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand."

CONCLUSIONS AND SUGGESTIONS

As the findings in this study revealed, the English Department students from batch 2015, 2016 and 2017 agree that a good English teacher must have ability in organization and communication skills, pedagogical knowledge, socio-affective skills, and English proficiency. Regarding the characteristics in all category chosen by the students from each batch, there are differences and similarities. Despite the differences, the students emphasized more on teacher's communication ability, ability in using communicative language learning through activities and discussion in the classroom, ability in explaining vocabulary and grammar through real world examples,

ability in making the courses interesting and motivate them, polite and respect the differences of students' personality, able to read, write, speak, and understand spoken English well and have good knowledge of English grammar. These results may support or contradict with the previous research about students' perception of a good EFL teacher since it could change over time. However, this study may enrich our knowledge about what our students belief in foreign language learning especially in Indonesian context.

The results in this study inform English teachers particularly about what students expect from their teachers. Accordingly, it would be beneficial if the teachers use the results to reflect or evaluate their teaching practice to meet the students' needs, as well as for their own improvement and further professional development.

It should be pointed out that this study has limitations. Therefore, for further research, it is suggested to make clear some statements/characteristics in the questionnaire that ambiguous or even overlapped in meaning. Similarly, it is also necessary to include EFL teachers as participants in the study and then compared the results with the students' both in quantitative and qualitative methods. Finally, since this study is limited to the perceptions of students taken at one point in time and in one university only, it is advisable to include more students at across different levels and at schools to gain more validity results.

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LEARNER AUTONOMY IN EFL/ESL CLASSROOMS IN BANGLADESH: TEACHERS' PERCEPTIONS AND PRACTICES

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Abstract
In recent years, there has been a growing recognition of language teaching being more and more communication oriented. The traditional classroom teaching is facing a big challenge and is gradually being replaced by learner-centered approaches putting learner as individual into the core of learning process. This means learner autonomy gets to be enhanced to meet the need of the new teaching mode. While a great deal of researches have been done on the concept and development of learner autonomy, limited studies have investigated the ways and means of classroom practices of teachers in fostering learner autonomy in tertiary level EFL/ESL classrooms in Bangladesh. This paper examines what teachers think about learner autonomy as well as the strategies they use to develop learners autonomy in a university setting using a qualitative approach. The findings revealed that although university teachers are acquainted with what learner autonomy means, there are some challenges of developing learner autonomy in the classroom due to a number of lacking, such as teacher's preparation, students' reluctant attitude, suitability for different disciplined students and class timing.

Keywords: EFL (English as foreign language), ESL (English as second language),L2 classroom, learner-centered approach, learner autonomy, achievement, proficiency, learning strategies

INTRODUCTION

Currently, the pedagogical decisions are mainly directed to produce individuals who are able to go through a lifelong learning based on the ability to taking control over any situation and meeting the challenges of any context. Within this era of learner-centeredness in education, learner's active role in EFL classroom is sought. While the traditional methods are encouraging to shifting the role of the instructors from information givers to facilitators, students need to be more autonomous to acquire a sense of responsibilities for shaping their learning process. In EFL classrooms if the learners are not aware of their responsibilities, they cannot be able to learn the language properly and the class hours can easily reduce the enthusiasm and can create a negative feeling among the learners. In line with learner-centered teaching, Meyers and Jones define active learning "in contrast to the worst of traditional teaching in which teachers actively present information and students passively receive it" (Meyers and Jones, 1993: 19). Language learning in new, unconventional settings beyond the classroom has received popularity in research, at the same time; learner autonomy, with the direction to a more practical understanding and application in formal education has gained interest also. Although learner autonomy has traditionally been linked quite strongly to contexts beyond the classroom, according to current understanding, learner autonomy and autonomous language learning can take place in an institutional setting as well. In fact, when carefully designed and implemented, formal teaching can even promote learner autonomy (Ellis and Sinclair 1989: 10).

Various ways of attaining a considerable degree of autonomy have been focused much so far but it is simultaneously very true that their success is mainly ascertained by the educational system and the role of the teacher. In an EFL context, students always act on what they can actually do and handle. It is the responsibility of the teacher to shift the student's existing knowledge to an

explicit awareness of being more confident and mature. This maturity helps them to have an analysis of every step he/she is taking to carry out classroom activities. Through this process of revisiting their own experiences, the EFL learners can overcome their weakness and increase their strengths. As learner autonomy increases the students' involvement in the EFL classroom, it creates motivation among them. For a L2 teacher, motivation plays a great role in describing his students as successful or unsuccessful learner. Initially, it is believed that " during the lengthy and often tedious process of mastering foreign/second language(L2),the learner's enthusiasm, commitment and persistent are key determinants of success or failure" (Hadfield and Dörnyei 2013,p. 1). Actually learner autonomy, motivation, teachers' and learners' responsibility –all are related to each other in any kind of learning. From this perspective, practicing learner autonomy inside the language classroom is a bit challenging both for teachers and students.

Literature Review

The previous section highlighted the problem confronted in the target situation. It has also been explained why it is necessary to introduce autonomous learning in the target situation. This section aims to overview the literature on learner autonomy, transfer of roles in autonomous learning, role of teacher and learner and the importance of strategy training for the development of autonomy.

What is learner autonomy?

When the learners play the active role in their learning are known as autonomous learner. Learner autonomy is a dynamic process where the learners are expected to have greater responsibility and "the ability to take charge of their own learning".(Holece 1981, cited in Bashir, 2014, p.172). Autonomous learners learn entirely on their own and determine the direction of their own learning. They have the scopes for exercising their responsibility for their own learning. In David Little's terms, learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning-a capacity for detachment, critical reflection, decision-making, and independent action. (Little,1991:4). Autonomous learners need to make significant decisions about *what, how,* and *when* to learn (Van Lier, 1996). In the process, they establish a personal agenda for learning (Little, 1994) that sets up directions in the planning, pacing, monitoring, and evaluation of the learning process. The autonomous learner is a self activated maker of meaning, an active agent in his own learning. Things merely do not happen to him; rather his strong willingness causes things happen. It seems that learning is the consequences of his own self –initiated interaction with the world. In autonomy oriented classroom the learner will enjoy the freedom of choosing their own goals, activities and assessment tools. In like manner, Benson (cited in Inozu,2010, p,523) assumed that "Learner –centered practice generates autonomy in the language classroom."

Why it can be beneficiary?

There are two general arguments in favor of trying to make learners autonomous: Firstly, if the learners are actively engaged with their learning process, they can be more efficient and effective. They become more personal and focused as they take an active approach to their learning process than otherwise.

Secondly, the success of learning activity is to some extent, contingent upon learners' stance towards the world and the learning activity in particular their sense of self and their desire to learn.(see Benson & Voller,1997: 134-136).As an autonomous learner proactively participate in the learning process, there is no problem regarding motivation. In large EFL classrooms , especially in Asian context ,like in Bangladesh, these proactive students are motivated enough to learn both independently and as a group while others are satisfied simply with the limited exposure

that they get from the class and some of these students choose not to focus during the lessons. In a 1995 research project on learner agendas, it was suggested that "while the teacher is busily teaching one thing, the learner is often focused on something else"(Nunan,2000).So if all the learners in the classroom are made involved in the learning process or if they can be made more proactive, then they might be expected to learn better. Another influential impetus was the work done in the 1970s and 1980s on identifying the characteristics of the 'good language learner' (Naiman et al.,1978). It was found that successful language learners shared a number of characteristics, such as being proactive in their learning and self-motivated.

Teachers 'Role

The general consideration regarding learner-centered approach to teaching is that it alters the role of the learner. But it is less focused that this approach also brings a parallel change in teacher's role also. In order to foster students' leaning autonomy, teachers need to adapt a variety of roles such as a manager, an organizer, a facilitator and a counselor. (Richards and Rodgers 2001). In a learner-centered classroom, the teacher should take the responsibilities of organizing various kinds of activities and games which are appropriate, effective and relevant to the classroom teaching and which will best meet the students' needs and expectations. Different scholars present their views on the role of the teacher in an environment of learner autonomy. According to Breen and Mann (1997), a teacher of autonomous learners should have three attributes – self awareness (of his role), belief and trust (in the ability of each learner), and desire (to develop learner autonomy). They describe the teacher's performance within the classroom very resourceful, authentic and co-operative for ensuring learners' autonomy. Whereas Yalden (1987) reduces a teacher to a part of instructional resources for an autonomous learner. But Rubin (1987) clarifies that the introduction of successful strategies to the learner and providing alternative strategy are important in the development of autonomy. She also believes that learner's critical faculty should be trained by the teacher to keep monitoring himself. So, the most important qualities of a teacher in this new role are increasing the level of confidence of the learners via bringing a realization that his efforts can make a difference and showing him the next step to forward.

METHODOLOGY

This study is an exploratory research done to examine the role of learner autonomy in the academic achievement as well as producing a guideline for the teachers for practicing learner autonomy in their classrooms. As the techniques accumulated here are gathered from the classroom experiences of several teachers, it makes the study experiential and qualitative too.

Instrument

The concerned teachers' reflection, classroom observation and experience of executing the guideline have produced the main resources for the study. Moreover, there were other instruments like semi structured and informal interview(see Appendix A), focused group discussion (FGD), etc. All the responses were recorded through cell phone as well as noted down in note books. Different activities practiced by the concerned teachers and their observations have been consulted to ensure the reliability and validity of the study.

Sampling

A Semi structured interview, several informal interview and one FGD session have been conducted with six ELT teachers who use to take language classes at a reputed private university in Dhaka. The main focus of these activities was to get an intense view of the respondents regarding the possibilities of using learner autonomy in L2 classrooms.

Method of Data Collection and Analysis

All collected data from semi structured interview, informal interviews and FGD were analyzed qualitatively. In this method the researcher carefully listen to the recorded answers and read the answers attentively which have been noted down .The responses to the open-ended questions have been accumulated here in the form of discussion which is directed toward the classroom procedures, learning tasks and suggestions for teachers to adapt these procedures and also some sample activities for practicing in L2 classrooms.

DISCUSSION

In Bangladesh, the classrooms of most learning contexts are run in a traditional teacher-directed manner. This type of learning environment does not accelerate learner autonomy. Here students are characterized as dependent, shy and passive. So, ensuring learner autonomy appears to be something challenging in this local context. In the subsequent section, the findings and analysis of the qualitative data have been presented in the form of discussion. However, the main focus of this part is to discuss the learning tasks, through which learner autonomy can be implemented in classrooms in tertiary level. While analyzing the answers of the semi structured and informal interviews, some issues mentioned by the teachers have been found very crucial for the practical implementation of learner autonomy in the ESL classroom. They are:

1. **Goal Setting:** The first step in giving learners a voice is to make the instructional goals clear to them. In most ESL classes the teachers do not spell out the pedagogical agenda to his/her learners.
2. **Using their L2 outside their classroom:** To speed up the learning of language students should use the language they have learnt in the classroom outside the classroom. Though, in many countries opportunities to speak and practice English are rather limited, still learners should be encouraged and motivated to use it as maximum as possible in their real life.
3. **Becoming aware of learning processes:** Learners need to be aware of the strategies followed in classroom tasks, They not only should know what to learn but also how to learn. In some cases, it may happen that regardless of working with a mandatory curriculum and materials, the teacher is using something else which suits better to the learning process to make the students understand the lesson.

Autonomous Language Learning Activities

Small talk

This small talk ESL activity is the perfect way to get your students speaking English. It's ideal for a warm-up activity to start the class, or as a way to finish off a lesson on small talk. Put students into pairs, with 2 pairs in one group (4 students total). The first pair chooses a topic such as "this morning" and must talk about it for 2 minutes (advanced), 1 minute (intermediate) or 30 seconds (beginner). The other team is the "timer" and can use their cell-phones to do this. If the team can keep up a conversation about this topic for the full time, they get to mark that topic on the board with either an "X" or "O," with the goal being three in a row, which equals one point. If they couldn't do it, there is no penalty but they don't get to mark that square off on the board. The game is essentially S-O-S/Tic-Tac-Toe. Then, the next team chooses a topic and the game continues. For a short activity, the winner can be the first team with one row of three. For a longer game, continue for a certain amount of time (10 minutes is good) and the winner is the team with the most rows (see Appendix B).

Journal writing

Keeping a reflective journal is one of the most effective ways for the students to improve language skills in their own time. They could focus on the events occurring

during school, work, travel, social activities etc. Writing Journal about the general events of the day can help students to increase their writing ability and it provides an effective means to focus on areas where they may experience problems in their speaking. However, the benefits of writing a journal are greatly enhanced when the student gets the opportunity to make and explain the corrections in a coherent fashion by their peers or the teacher, allowing them to rectify mistakes.

Using face book groups

In terms of social constructivism, a person constructs knowledge through the process of negotiating meanings with others (So & Brush, 2008). In this case, Face book can provide an opportunity for students to learn and reconstruct knowledge through social interaction. Face book enables students to support each other in solving problems. By discussing, sharing, and exploring various topics on Face book, students link existing knowledge with new stimuli and constructed a new understanding of their experience. They developed technological skills, shared problem-solving ideas, gained academic knowledge, and finally complete the learning tasks successfully. Face book provides a convenient avenue to engage students in discussions inside and outside the classroom.

Using the internet and technology

With the advancement of communication technology via the use of internet and computers around the world, it seems obvious that electronic means will provide some new perspectives in learning environment of the future. Instant messaging and other forms of communication over the Internet, like discussion boards, interactive blogs, and online forums have been quite popular for some time and the rate of usage around the world is increasing. In addition, many students are downloading English music, movies, and TV shows that allow them to get exposure to different accents and expressions from around the world. Other virtual environments can also be used to develop language skills.

Other technological means that can be used by the students to improve their language ability by themselves are voice-chat programs such as Skype, iChat, and messenger programs such as MSN and Yahoo. These voice-chat programs allow them to talk to others around the world in real time and they are free to use. When initial connections are made through social networks on the Internet, users can then use these voice programs to call each other and practice oral skills by applying new language items learned through writing and reading. To fully take advantage of the internet during the learning process, one should consider other on-line programs and functions such as relative readings, blogs, online quizzes, and podcasts .By downloading podcasts onto a listening device many students and professionals who have lengthy commutes can make exposure to spoken language possible on a train, bus or even while stuck in traffic jam.

Crossword puzzle

Very often learners complain that they are short for words and use rudimentary vocabulary because appropriate terms have not been learnt effectively. For many students learning professional vocabulary is a tedious task. Learners find it difficult to retrieve a specific item instantly. To recollect and process the task-based vocabulary this crosswords can be administered as a warm-up or between other activities, like writing or reading or in the follow-up lessons. In this activity, students use the list of target vocabulary from the topic-based reading materials. In this activity, It is advisable to limit the number of vocabulary items (about 10) and to set the time limit (7 to 10 minutes).Students can do it in pairs and each pair is expected to deliver their crossword either on the chalkboard or transparency using an overhead projector. One student reads the definitions, and another writes the item as soon as somebody generates the answer. Each pair will be awarded a point for

each correct answer. In case of an inaccurate definition, a point is awarded to a person who corrects it. In order to ensure a fast performance and delivery the guessing activity should not take longer than 10 minutes. Naturally, different pairs will choose diverse vocabulary items, which also encourages revising. As students argue over different matters like definitions, pronunciation and spelling, learners' interaction, exposure to spoken language possible on a train, bus or even while stuck in traffic jam.

Jigsaw activity

The jigsaw strategy is said to improve social interactions in learning and support diversity. The workplace is often like a jigsaw. It involves separating an assignment into subtasks, where individuals research their assigned area. Students with the same topic from different groups might meet together to discuss ideas between groups.
Jigsaw activity is such a simple activity that can be done with a variety of content. The content or reading assignment is a metaphor for a "puzzle" that students break into smaller pieces to learn. The Groups can be small, such as four to six students. Each student will be given a piece of the puzzle to learn or to investigate. For example, a long reading assignment can be broken into six smaller "chunks." Each student will take a chunk and become an expert on the content. When the pieces of the "puzzle" are put together or when the group comes back together, each student will share what he or she has learned. They can share their knowledge with the class after the groups have their information organized and compiled.

Group investigation

Another student -centered classroom activity is group investigation. When a group investigates a new topic, it can be very fun, and the group will take ownership of the topic and the presentation. The teacher should select a broad topic, such as the Liberation War of 1971.The group of three-to-five students should narrow the topic down to a topic that they could research. Then, the group will share the information in around a five-to-ten minute presentation, depending on the age of the student. The group will need to assign each person a subtopic of the group topic to research. The group will come back together to share and organize the information. The group will present its information to the class.

Group debates

Group debating (see Appendix H) is another student-centered activity to enhance learner autonomy. The class can be divided into three debating teams of five students, one being the team captain. The class will draw up a list of possible debate motions, deriving principally from their current academic concerns. Then, three debate motions will be selected. Students then draw lots to decide on which side (the affirmative or negative) they would be. Each debate team needs to complete focused discussions (both in and out of class) on the various aspects of the debate like developing the main line of argument, assigning responsibility among individuals for researching particular aspects. As in the other group activities, the debate incorporates a learning evaluation element as the class has to design their own assessment criteria for evaluation. The group that is not taking part in the debate can serve as the panel of adjudicators. Their main task was to give constructive feedback on the two teams' performance, using the criteria that had been set.

Double entry journal

A double entry journal can be completed with a pair of students. Students can each make one on their own. Then, the pair can collaborate and compile their ideas into one double entry journal. Teachers can use this with novels, textbook reading assignments, news articles, research information, etc. Students need to create a large T on a piece of notebook paper. On one side the student needs to write down interesting or important information from the reading assignment. On the other side, the student needs to write what

he or she thinks about the information. When the journal is complete, the student needs to share his or her journal with another student. The students need to compile one journal with information that the pair believes is important or intriguing. The best part of this activity is that students are bouncing ideas off each other and helping create interesting products.

Newspaper project

A newspaper project (see Appendix C) is another important step in the development of learner autonomy. Students have to work collaboratively in several (3or 4) editorial groups to produce a class newspaper. Each editorial group is responsible for a number of tasks which includes (a) deciding the text types (b) drafting and revising (c) reading one another's drafts to help improve them, and (d) doing the final editing and design of the newspaper. To manage and monitor the project, students need to hold editorial meetings (both in and out of class) to plan and discuss progress. One important aspect of the newspaper project is text analysis. Each group will select two text types from authentic newspapers to analyze and to present to the class. The time limit for each group could be of 20-30 minutes. These group presentations on the chosen texts will serve several purposes:

1. Raising the awareness among the students regarding the characteristic features e.g., content, style, tone of the text types.
2. Through the presentations students would better understand the purposes, the intended audience, and the macrostructure of the range of texts in a newspaper.
3. Such knowledge would help students write their own texts more effectively.
4. Encourage learning evaluation and revision of writing as students will exchange their drafts for peer comment.
5. To enhance reciprocal learning among individual writers by reading each other's texts critically.

Student-teacher consultations

Student-teacher consultations are other activities to be practiced in mid-semester. These are 30minutes consultation sessions between the teacher and each individual student. To give them a greater sense of purpose and responsibility, students are put in charge of the discussion. They set the agenda, and they have to come prepared, ready to talk about areas of major concern (e.g., usefulness and relevance of the course problems with learning tasks). A set of questions can be provided to guide the discussion. (see Appendix D).

CONCLUSION

In conclusion, it can be said that boosting autonomy is not an easy endeavor in the EFL/ESL class. There must be commitment on both parts: teachers' and students', to vary the orientation of current trends in teaching and learning. It is not always clear how individual teachers can implement the underlying principles. In some cases there may be terminological confusion and existing materials and tools may not be sufficient to ensure students' development of necessary awareness and skills. A climate of relative freedom for both teachers and students is needed. Successful language students can reach their desired levels by supplementing their classroom and textbook learning with autonomous learning. It can be argued that it requires a particularly motivated student to succeed with autonomous learning; however, by using the activities mentioned in this paper and by becoming more educated about the opportunities presented here, an increased interest in independent and formal language learning should ensue.

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Appendix A: The interview questionnaire:

- What does 'learner autonomy' mean to English language teachers?
- How learner autonomy can be implemented in ESL classroom at tertiary level in Bangladesh?
- To what extent, according to the teachers, does learner autonomy contribute to L2 learning?
- What are the autonomous activities he/she uses in his/her class?

Appendix B: Topics for Small Talks

Give a small talk (5-10 minutes) on one of the following topics:

- Education in public and private universities
- Your university English course
- The English learning attitudes/successes/problems of students in Bangladesh
- Bangali and western culture
- Dreams/Fashion/Music
- Street Children
- Cricket
- The popularity of video game
- Stress management

Appendix C: Preparing a Newspaper Project

The group presentations should focus on the following areas:

- content (i.e., what generally about)

- Style/tone (e.g., subjective, persuasive, serious, objective, biased)
- Register
- Structural features (e.g., typical grammatical features/vocabulary / collocations and stylistic devices / textual organization/information structure
- Headlines
- Layout (e.g., shape of text, use of fonts, headings)
- Punctuation

Appendix D: Questions for Student-Teacher Consultations

- Which parts of the course (e.g., activities, materials) do you find most useful? What are the less useful aspects?
- Do you find the student-centered/student-generated activities useful in developing your proficiency level? (Why? Why not?)
- Was the course helpful for you to learn autonomously? How autonomous do you think you are now?
- According to you what are the factors that facilitate the development of learner autonomy? What are the factors that constrain it?

LEARNING MODEL DEVELOPMENT OF *TEAMS-GAMES-TOURNAMENTS* (*TGT*) IN LEARNING GERMAN VOCABULARY (*WORTSCHATZ*) FOR SENIOR HIGH SCHOOL STUDENTS IN MAKASSAR

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Abstract
The purpose of this study was to develop a learning model of *Teams-Games-Tournaments* (*TGT*) in learning German vocabulary (*Wortschatz*). the objectives of this study were: (a) to find out the validity, practically and effectiveness of German vocabulary learning that would be implemented to improve student's vocabulary mastery , (b) to find out the effectiveness Teams-Games-Tournaments (TGT) learning model German vocabulary learning. Subjects of this study were teachers and students of class XI at SMA 11 Makassar. The data were collected via implementation of learning model sheet, questionnaire, and test. Learning model development of this study was examined by its validity, effectively. Learning model development was designed by following 4-d procedure namely; defining stage, design stage, development stage, and disseminate stage. The result showed that learning model of *Teams-Games-Tournaments* (*TGT*) in learning German vocabulary (*Wortschatz*) was valid, practical and effective. The validity of this model was; learning implementation plans (3.86), textbooks (3.58), student's worksheets (3.78), and teacher;s handbook (3.84). By using t- test formula where t_h (10,128) > t_t (2,002) with alpha level (α) 0,05, showed the learning model of Teams-Games-Tournaments (TGT) was effective in learning German vocabulary.

Keywords: Teams-Games-Tournament (TGT), Four-D (4-D) models, German vocabulary (Wortschatz)

INTRODUCTION

German language has been chosen as one of the foreign languages that studied in high schools level in Indonesia. The purpose of teaching German in senior high school level is student and students can communicate both orally and in writing, or students are skilled in listening, speaking, reading, and writing. In order to achieve that, students need mastery German vocabulary. Vocabulary mastery is the most important thing to learn various language skills. With mastering vocabulary mastery, it is easier to master language skills. Vocabulary mastery contributes greatly to the process of learning German. Based on the observation from the observations in some senior high schools in Makassar, students seemed lack of vocabulary. This could be seen when students are asked to do practice questions, they immediately open the dictionary without tiring to analyze the questions. In other words, student still translated word by words not the meaning.

To overcome this problem , this study tended todevelop a learning model of *Teams-Games-Tournaments* (*TGT*) in learning German vocabulary (*Wortschatz*). This

study examined the validity, practically, and effectiveness of this mode.

LITERATUR REVIEW

Definition of Learning Device Design

The term development of instructional systems (instructional system development) and instructional design (instructional design) is often considered the same or cannot be clearly distinguished in its use, although according to the meaning of the word (Harjanto, 2008: 95) there is literally a difference between the word "design" and " development". The word "design" means making sketches or patterns / outlines, or preliminary plans, while the word "development" makes it grow regularly to make things bigger, better, more effective and so on.

Design means the existence of a whole, structure, framework or outline, and sequence or systematic activities (Gagnon and Collay, 2001). In addition, the word design can also be interpreted as a systematic planning process carried out before the development or implementation of an activity (Smith and Ragan, 1993). Design means the existence of a whole, structure, framework or outline, and sequence or systematic activities (Gagnon and Collay, 2001). In addition, the word design can also be interpreted as a systematic planning process carried out before the development or implementation of an activity (Smith and Ragan, 1993: 4).

Learning is an activity that involves many components in community life. As stated by Sanjaya (2012: 51) "Learning is an activity that aims to teach students who involve various components". In line with this opinion, Chalil and Latuconsina (2008: 1) "Learning is the interaction between individuals and groups, in this case the teacher as an individual interacts with a group of students". The relationship with the interaction of Schelle et al., (2010: 14) added "Unterricht ist ein Interaktionsgechehen, in dem um um bestinten Gegenstand geht, über den der eine unterrichtet und der andere unterrichtet wird". That is, learning is an interaction which discusses a particular theme that triggers someone to teach each other.

Crawford (2004: 116) defines a distinct systematic process through which evolves a superior instructional product as a delineated through an instructional design model. That is, learning design is a systematic process that produces a learning product ... through a learning design model.

While learning design is a lattice of the application of learning theory and learning to facilitate one's learning process (Reigeluth, 2012). Learning design is also defined as the process of formulating goals, strategies, techniques, and media.

Cooperative Learning Model Type Teams Games Tournament (TGT)

Slavin (2008: 163) explained that "TGT not only uses academic tournaments but also uses quizzes and individual progress score systems, students compete as representatives of their teams with other team members whose previous academic performance is equivalent to them". Taniredja (2013: 67) explains that "In the TGT learning model of students after learning in their groups, each group member will be met with other group members who have the same ability in a match or tournament".

The Nature of Vocabulary

The term vocabulary in Indonesian is parallel to the term vocabulary or lexicon. Talking about vocabulary means talking about a field of language called a lexicon or vocabulary. Lexicology or vocabulary science is the study of the ins and outs of words. Vocabulary is a passive or active word used in a language and has a specific meaning in accordance with the rules of certain rules.

Basically, vocabulary mastery is the ability to use vocabulary, both in oral and written form. Vocabulary mastery consists of receptive (accepting) mastery, that is when a person understands vocabulary through reading and listening activities, and is

productive (producing) when one can use vocabulary in terms of speech and writing.

Rastuti (2009: 3) argues that vocabulary is all words contained in a language, the wealth possessed by a speaker or writer, words used in certain fields of science, such as economics, social, education or physics. Furthermore, according to Tarigan (2011 : 3) vocabulary is words that are not easy to change or very few possibilities are collected from other languages. Furthermore Djiwandono (2008: 126) said that: "Vocabulary is a vocabulary of words in various forms which include: words that are loose or without affixes, and words that are a combination of the same or different words, respectively with its own meaning ".

Scholl (2007: 271) said that: *"Als wortschatz bezeichnet man die Gesamtheit der Wörter einer Sprache; Gesamtheit der Wörter, die jemanden anwenden kann "*. That is, vocabulary shows the whole words of a language; whole words that can be used by someone. Drowdowski (2003: 1454) limits the following terms: "*Wortschatz ist 1) gesammheit der Worter einer Sprache; 2) ein einzelner Verfuegt: Actions (vom Sprecher, Schreiber, tatsachliche Verwendeter) passiven (vom Hoerer, Leser, Verstandener, aber nicht Verwendeter)* ". The purpose of the statement is: 1) vocabulary is the whole word in a language; 2) vocabulary is all words available both active vocabulary and passive vocabulary used by speakers and listeners.

Speaking of mastery of language is very dependent on vocabulary mastery, because vocabulary mastery is one aspect of language skills. Tarigan (2011: 2) argues that "the quality of one's language skills depends on the quality and quantity of their vocabulary". The more vocabulary someone has mastered, the more likely it is to be skilled in language or in other words the skill or failure of someone using language can be seen from the vocabulary they use. The same thing was expressed by Silahidin (1991: 1) that: "vocabulary mastery plays an important role in the activities of speaking both oral and written". Based on the above understanding, it can be concluded that vocabulary is a collection of words that are owned or used by someone in language to convey ideas, ideas and feelings both as a speaker, listener, writer, and as a reader.

Types of words in German

There are several types of words in German according to Hidayat (2007: 14), among others: Verb (verb), *Nomen* (noun), Adjective (adjective), Adverb (adverb), *Präpositionen* (preposition), *Konjunktion* (conjuction).

RESEARCH METHOD

Design

The designed learning device consists of; a) Learning Implementation Plans (RPP), b) Teaching Materials (BA) designed based on the stages in the development of the TGT learning model, c) Student Worksheets (LKS), and Teacher Handbook (BPG). The research approach used in this study was a descriptive analytical approach, while the type of research includes the type of research and development (R & D) which refers to the 4-D learning device development model from Thiagarajan, Semmel and Semmel (Thiagarajan, 1974) that is defining (Define), Design, Development, and Disseminate.

To find out the impact of using the German language vocabulary learning device (*wortshatz*) based on the TGT learning model, it was designed in the form of an experiment to compare the achievement of learning competence of students taught using the German vocabulary learning tool (*wortshatz*) based on the TGT learning model and German learning taught with learning commonly used by teachers (conventional) .

Subjects

The subjects of this study were students of SMA Negeri 11 Makassar. This research was experimental, so the class is chosen randomly from 10 class XI in SMA Negeri 11 Makassar and class XI IPA 1 as the experimental class and class 2 IPA as the control class using a random technique.

Variables

The main variables examined in this study were teacher and student response variables in using German vocabulary learning tools (*wortschatz*) based on the TGT learning model.

Instruments

The research instruments in this study were: 1) test, 2) Observation Sheet of Teacher Activity, 3) Observation Sheet of Student Activity, 4) Questionnaire of Teacher Response, 5) Questionnaire of Student Response.

Data Analysis

Data obtained based on the model developed by researchers, aimed to analyze the effectiveness of the model. The data analysis conducted in this study was to revise the learning tools from the initial draft to the final draft by analyzing: expert validation data, student activity, teacher's ability to manage learning, implementation of learning tools, and students' mastery of teaching material.

RESULT AND DISCUSSION

Final Initial Analysis Results (Front-end analysis)

Based on the results of discussions with the German language teacher at SMA Negeri 11 Makassar about the German language learning activities at the school, information was obtained that the teacher applied German language learning with the lecture method and assignment, lack of German language learning materials both compulsory and supporting books, lack of understanding of up-to-date language learning methods and are relevant to teaching materials, lack of innovative media and still implementing good learning models so that interaction in the process of learning German, especially in vocabulary learning does not run optimally. In other conditions, the German vocabulary of students is still lacking, this condition seems bad on the achievement of students' German learning outcomes, especially in the German vocabulary mastery.

Student Analysis Results

The subjects of this study were students of Class XI Science Program I SMA Negeri 11 Makassar in the 2016/2017 school year with a total of 30 students selected randomly from the class. In this section, what was examined was: background of student knowledge, language used and level of students' cognitive development. The results of the study showed that students of class XI IPA 1 of SMA Negeri 11 Makassar studied the material of Die Kleidung which was a prerequisite for studying the material in high school. Even so, the teacher still needs to remind the material at the beginning of the meeting. The language used by students in the learning process is Indonesian and German.

Results of Material Analysis

The activities carried out in this step were identifying, detailing, and systematically arranging the main material that students learn, and then the material was arranged hierarchically. The subject matter in this study is the material *"die Kleidung*" in accordance with the content standards.

Results of Design

This stage aims to design a learning device prototype. The results at the design stage were four learning tools, namely Learning Implementation Plans (*Lehrnskizze*), Textbooks (*Lehrnsbuch*),), Student Exercise Books (*Übungsbuch*), Teacher Handbook (Lehrhandbuch). Learning tools in the form of lesson plan , Textbooks, Student Worksheets , and the resulting Teacher Handbook was designed based on the TGT learning model.

Results of the Development Phase (Develop)

The development stage is the advanced stage of the defining stage and design stage and is the third stage of the 4-D (Four-D Models) model. The development stage aims to produce learning tools that have been revised and are feasible to be tested.

Activities carried out at this stage are: expert and practitioner validation, device readability simulation and testing.

Disseminate Phase Results

The equipment produced at the final stage of development, then disseminated or socialized in a limited way to German language teachers and students of SMA Negeri 11 Makassar. From the results of the dissemination, several suggestions were obtained and were used to revise the initial draft into a final draft as the final development of the device.

Observation Results of the Ability of Teachers to Manage Learning

Observation assessment was carried out by one observer on the teacher's ability to manage German vocabulary learning based on Teams-Games-Tournament (TGT) learning model. The procedure adopted is observing the teacher in managing learning and providing an assessment in accordance with the predetermined assessment score.

Based on the results of data analysis, the teacher's ability to manage learning German vocabulary using the Teams-Games-Tournament (TGT) learning model wass in the good category. The activities carried out by the teacher in the learning process at each meeting developed very well. The teacher started apply the things contained in the model

Student Response Results

The instrument used to obtain student response data is the student response questionnaire. This questionnaire was given to students after participating in learning activities using learning tools based on Teams-Games-Tournament (TGT) learning model in German vocabulary teaching to be filled in their opinion on the learning and learning activities. Students 'responses to learning devices were divided into three aspects, namely the response to the implementation of learning, the response to *Lernbuch*, the students' response to the *Übungsbuch*.

Based on the results of data analysis showed the students' response to the implementation of learning by using the German vocabulary learning device based on Teams-Games-Tournament (TGT) learning model was very good. On average 92.83% of students stated that they were happy with the learning device, the subject matter, the learning atmosphere in the classroom, and the way the teacher taught. 86.33% of students stated learning tools, subject matter, learning atmosphere in the classroom, and the way teachers taught were considered new to them. 83.72% of students expressed interest in participating in the lesson as they had participated (learning vocabulary description of German based on Teams-Games-Tournament (TGT) learning model. 90.67% of students stated that teaching and learning activities using learning tools based on learning models Teams-Games-Tournament (TGT) attracted and felt there was progress after following the learning process 92.67% of students state agree if the teaching and learning activities of teachers use learning tools based on Teams-Games-Tournament (TGT) learning model.

Validity of Learning Model

Based on the results of expert validation it can be concluded that lesson plan , Student Exercise Books, Textbooks, and Teacher's Guidebook, as a whole have fulfilled the validity criteria. The assessment results of experts and practitioners in the field of German language education show that the German vocabulary learning device based on Teams-Games-Tournament (TGT) learning model in terms of all aspects can be stated to be very valid with their respective values: lesson plan (3.86), Books Teach (3.58), Student Worksheet (3.78), Teacher Handbook (3.89), although there are still suggestions for improvement that need to be considered for the perfection of the device developed. These suggestions include:

1. The design of learning devices developed must be adapted to the Teams-Games-Tournament (TGT) learning model so that it can be

distinguished from other learning devices.
2. Presentation of the material on the learning device must be adjusted to the learning device based on the Teams-Games-Tournament (TGT) learning model
3. After the revision, the German vocabulary learning tool based on the Teams-Games-Tournament (TGT) learning model can be used in the process of learning German in high schools and vocational schools.

Practicality of Learning Model

Theoretically, the results of the assessment of experts and practitioners in the field of German language education on the German vocabulary learning device based on Teams-Games-Tournament (TGT) learning model states that it is feasible to use in learning. Empirically, the results of observations on the learning tools by the observer stated that the learning device was well implemented during the trial. Based on the results of the observer's assessment, the learning device has fulfilled the practicality criteria.

Effectiveness of Learning Model

In accordance with the results of the pre-test students in the experimental class showed that the average value (mean) of students' vocabulary mastery was 55.33 and was still in the low category with the highest score of 70 and the lowest score of 46. The pre-test results of students in the control class showed value the average (mean) ability of students' vocabulary is 52.67 and the value was included in the less category which the highest value is 70 and the lowest value is 43.

Based on the average value of the experimental class students and control class students, when compared was 55.33> 52.67 and the difference was 2.66. Comparison between the experimental class and the control class has a small difference. Thus, the average value of the students in the experimental class and the average value of the control class students did not have a significant difference because of the small difference of 2.66, which means the level of students' understanding of the German subjects in the experimental class and the same control class (homogeneous)

Based on the post-test results of students in the experimental class showed that the average value (mean) of students' vocabulary ability was 75.40 and was well categorized with the highest value was 83 and the lowest value was 70.

Based on the results of the post-test students in the control class showed the average value (mean) of students' language skills was 60.00 and the value was categorized sufficiently the highest value was 70 and the lowest value was 43. In accordance with the average value of the experimental class students and control class students, when compared is 75.40> 60.00 and the difference was15.4. Comparison of the experimental class and the control class has a big difference. Thus, the average value of the experimental class students and the average value of the control class students had a significant difference because of the large difference of 15.4, which means the development of German vocabulary learning devices based on the Teams-Games-Tournament (TGT) learning model more both from the previous learning model.

Before testing the hypothesis, homogeneity is tested first. In the homogeneity test, the data taken are the pre-test results of students in the experimental class and the control class. The aimed was to find out the students' initial abilities. In the experimental class shows the variance is 52.89, while the control class variance was 48.22. In accordance with the test criteria, the result was F count is smaller than Ftable ie Fcount 1.159 < Ftable 6.388, so it can be concluded that the two pre-test samples are declared homogeneous.

After testing homogeneity, data normality tests were also carried out. In testing normality, the data was taken from the data of students' pre-test and post-test values in the experimental class and control class. This test was conducted to see whether

the data obtained is normally distributed or not.

The result of the normality test of the experimental class pre-test data shows that the experimental class data had a calculated square smaller than the square of the table, X counts < X table, that is -36.20 < 9.49. These results indicated that the experimental class data was normal. The results of the normality test of the control class pre-test data showed that the experimental class data has a calculated square less than the square of the table, X counts < X table which is -33.38 < 9.49, so that the data was normal.

The results of the normality test of the post-test data of the experimental class showed that the experimental class data had a calculated square that was smaller than the square of the table, Xcounted <Xable, namely -30.98 < 9.49. These results indicate that the experimental class data was normal. The results of the normality test of the post-test data in the control class showed that the experimental class data had a calculated square that was smaller than the square of the table, Xcounted <Xtable, which was -24.72 < 9.49, so that the data was normal. After the results of the above analysis, continued with the t-test to see the final results of this study. The result was th (10,128)> tt (2,002). Thus, it means that the results of testing the effectiveness of learning devices showed that there were significant differences between the German vocabulary learning model based on Teams-Games

Tournament (TGT) learning model and conventional learning models.

In accordance with the results of testing the hypothesis above, it can be concluded that the development of German vocabulary learning tools (*Wortschatz*) based on Teams-Games-Tournament (TGT) learning model was effective in increasing the mastery of students' cosmetics.

CONCLUSION

1. The development of the German vocabulary learning device (*Wortschatz*) based on the Teams-Games-Tournament (TGT) learning model met very valid criteria, because all aspects of device development ere well implemented.
2. The implementation of the development of German vocabulary learning tools (*Wortschatz*) based on Teams-Games-Tournament (TGT) learning model met practical criteria because all components of device development were well implemented.
3. The application of the development of German vocabulary learning tools (*Wortschatz*) based on Teams-Games-Tournament (TGT) learning model, fulfilled the effective criteria, because the teacher's ability to carry out learning was very good, student activities were carried out as a whole, students' responses to learning tools developed were very positive.
4. The German vocabulary learning tool (*Wortschatz*) developed based on the Teams-Games-Tournament (TGT) learning model met very valid, practical, and effective criteria.

SUGGESTIONS

1. The learning device design based on the Teams-Games-Tournament (TGT) learning model should be developed for other materials and skills in order to make students more interested, happy, and active in learning German.
2. The German vocabulary learning device produced was only tested on students of class XI IPA 1 Makassar. This trial was the basis of consideration in revising the learning device. Therefore, to get better results it is advisable to conduct trials on a wider scale.
3. This research had resulted in the design of German vocabulary learning devices (*Wortschatz*) based on Teams-Games-Tournament (TGT) learning that wasvery valid, practical, and effective. Therefore, it is recommended that the German

subject teachers implement the learning tool in learning German.

4. Learning using the German vocabulary learning tool (*Wortschatz*) which was developed based on the Teams-Games-Tournament (TGT) learning model had a positive impact on improving the German vocabulary, therefore it is recommended that German language teachers use the Teams- learning model Games-Tournament (TGT).

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THE INFLUENCE OF PLUS, MINUS AND INTERESTING (PMI) STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY IN AN INDONESIAN PRIVATE SECONDARY SCHOOL

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Abstract
Nowadays, the lack of opportunity for students to practice speaking in English classroom makes them difficult to improve their speaking ability. Therefore, this study will address PMI, stands for Plus, Minus and Interesting strategy that can encourage students to speak by thinking the plus, minus and interesting points of the topic. This study used Quasi-Experimental research for the students at second grade of SMP-IT As-Salam Ambon. It is aimed to find out whether the students who are taught by using PMI strategy had better achievement in their speaking ability rather than those who are taught by using Question and Answer strategy. This study was conducted during 8 meetings. First meeting was the pre-test, 6 meetings were the treatment and the last meeting was the post-test. The result reveal that after PMI strategy had been applied, the students in experimental class was significantly had better achievement in speaking ability than the students in control class based on their pre-test and post-test result. Thus, PMI strategy could influence students' speaking ability because it can open the opportunity for the students to elaborate their ideas, to help them make a decision in a short time and to increase their participation in speaking activity.

Keywords; Speaking Ability, PMI (Plus, Minus and Interesting) Strategy and Question and Answer Strategy.

INTRODUCTION

Speaking is a part of communication and being able to speak fluently in transferring a message has become the important thing. It is known as a productive skill because students can express their ideas and opinions orally. Then, teacher gives all instructions mostly in speaking. Brown (2000) described *"Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information"*. Simply, how people could achieve goals through speaking activities.

First thing the researchers did in their preliminary study was doing library research. As a result of their library research, they found Lazaraton (2001) as mentioned in Romero (2006) said that in the recent years fluency became the important factor in order to improve speaking ability. Moreover, students should think about *how often* the communication practice happened inside or outside the classroom. On the contrary, the lack of opportunity to practice speaking and uneven participation make the students could not develop their speaking ability (Ur, 2009; Hosni, 2014).

Meanwhile, according to Tuan and Mai (2015) one of the factors that affecting students' speaking problems is self-confidence. When the students would like to speak sometimes they were afraid if their answer was incorrect or grammatically error. It was supported by Ur (2009) who said that inhibition became the problem that the students' faced in speaking activities.

Additionally, according to Nunan (2003) as mentioned in Kayi (2006), *"Teaching speaking should organize students' thoughts in a meaningful and logical sequence"*. It was because speaking was not only about how to communicate or deliver idea but also

how to train students to think deeply before delivering their ideas to others. Unfortunately in reality, most of the students only speak in a single aspect of a topic. For example; the teacher asked students' opinion about fast food. At the beginning, most of them loved the idea but after that they changed their opinion because they thought consuming a fast food was good but if it became a habit it would give the negative impact to their body.

In addition, there are 2 previous relevant studies such as: First, Zulyandri (2010) did a study about teaching speaking by combining PMI (Plus, Minus and Interesting) strategy and Community Circle Strategies in senior high school. Her subject was the students at SMA PGRI 1 Padang. She used Classroom Action Research (CAR) as the research methodology. As a result, teaching speaking through PMI strategy was successfully in engaging students to participate in classroom activities because it can help the students to understand the material well and the students become creative and more social in their personality because they could share their opinion to others. Secondly, Mirawati and Amri (2013) conducted a study about improving students' speaking ability through PMI (Plus, Minus and Interesting) strategy at junior high school. They examined their research in SMP 3 Lubuk Alung. In line with Zulyandri (2010), they used Classroom Action Research as the research methodology. So their result was by implementing PMI strategy students were easy to find solution in a problem. Then, it could help them in decision making and felt free to express their opinion orally to their friends. Moreover, most of speaking problems occurred in the school came from the teacher's side in their research.

Based on the library research above, the researchers deduce one of the strategies in teaching speaking wasPMI (Plus, Minus, and Interesting).It was developed by Bono (1982) in his book *"De Bono's Thinking Course"*. Bono's believes that the PMI strategy is a powerful thinking tool and it can encourage students to speak. Why PMI? Because the goal of PMI is to help the students to think a topic in different point of view and to help them to make a decision.

The study was focused on the following research questions:

1. How well is the students' speaking ability at second grade of SMP-IT As-Salam Ambon?
2. Do the students who are taught by using PMI (Plus, Minus, and Interesting) strategy have better achievement in speaking than those who are taught by Question and Answer strategy?

The hypothesis of the study was "The students who are taught by using PMI (Plus, Minus and Interesting) strategy will significantly have better achievement in their speaking ability rather than those who are taught by Question and Answer strategy".

LITERATURE REVIEW

The Nature of Speaking

According to Hosni (2014) speaking is the medium to express meaning or idea which a new language is encountered, understood, practiced, and learnt. On the other hand, "Teaching speaking should organize students' thoughts in a meaningful and logical sequence" (Nunan, 2003 as mentioned in Kayi, 2006). It is because speaking is not only about how to communicate or deliver our idea but how to train students to think deeply before speak out.

The Problems of Speaking

The typical students' problems in learning speaking according to Richards (2008) as follows: Lack of vocabulary needed to talk about common utterances, lack of communication strategies, vannot participate actively in conversation, poor grammar and pronunciation. On the other hand, Ur (2009) stated there are some speaking problems that teachers can come across in getting students to talk in the classroom. There are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

PMI (Plus, Minus and Interesting) Strategy

Definition of PMI Strategy

According to Bono (1982) said that PMI strategy is a powerful thinking tool and it can encourage students to speak. "PMI (plus, minus, interesting) is a thinking activity that encourages participants in a discussion to look at an idea from more than one viewpoint before speaking" (Rouse, 2012). First, the students will think about the plus or the positive points of the topic, then the minus or the negative points of the topic, and the last is the interesting points.

Procedures of Implementing PMI Strategy

The procedure in implementing PMI strategy according to Klippel (1992) as follows:

1. The teacher gives an idea or topic. The topic should familiar for the students.
2. The students have to think of the plus point, minus point and interesting point of the topic.
3. The students work with a partner and share their ideas for a few minutes.
4. The ideas are discussed with the whole class.

PMI Strategy as of Teaching Speaking Strategy

A good strategy is one of the reasons behind student success in learning speaking, especially at the junior high level. According to Bono's (1982) theory, PMI is a simple thinking tool because it is easy to use and to explore the ideas into specific. When someone is think about good, bad and the interesting point of a topic that is called the PMI. Besides, it will help you to organize and to elaborate your ideas.The goal of PMI is help the students to think clearly and widely about a particular topic/issue, it motivates students to speak, help them in decision making, also they will feel free to speak because there is no value judgment in their speaking.

METHODOLOGY

Research Design

This study used under quantitative research method by applying experimental research design aimed to determine whether the strategy or the treatment had a significant influence on students' speaking ability. This Quasi-Experimental research used experiment and control class. In the experiment class, the researcher applied PMI (Plus, Minus, and Interesting) while in the control class, the researcher applied Question and Answer strategy that usually used at school.

Research Setting and Subject

The setting of this research was at SMP-IT As-Salam and the subjects were the students of VIII-A and VIII-B. The total populations of both classes were 44 students consist of 22 students in VIII-A and 22 students in VIII-B. Moreover, they were treated differently. PMI (Plus, Minus, and Interesting) strategy was applied in the VIII-B as the experimental class. Meanwhile VIII-A as the control class was treated by Question and Answer strategy.

Research Procedures

During the process of the research, the researcher used 3 steps. The first step was pre-test in form of oral test. The pre-test was conducted to gain the data about students' speaking ability. Second, the researcher used strategy or treatment to analyze the influence of the strategy on students' speaking ability. Last, the researcher managed the post-test to know the influence of the strategy on students' speaking ability whether it had the significant differences or not.

Experiment Class Procedures

The research was divided into 8 meetings. In the first meeting, the researcher used pre-test in form of oral test to measure how far students' ability in speaking before implementing the PMI (Plus, Minus, and Interesting) strategy. In the pre-test, the researcher gave a topic and each student spoke within 1-2 minutes to give their

opinion about the topic. For the 2nd until 7th meetings, the researcher applied PMI (Plus, Minus, and Interesting) strategy. After applying the treatment, the researcher conducted a post-test in the last meeting. The form of the test was oral test. Students were able to choose the topics randomly and they had 1-2 minutes to deliver their opinion.

Control Class Procedures

In the first meeting, the teacher gave the students pre-test in order to measure the students' ability in speaking. Then, for the second until fourth meeting the teacher offered some topics for students. Therefore, they had the opportunity to express their ideas toward the topic. In the last meeting, there was the post-test where the students were speaking within 1-2 minutes about the topic that already provided by the teacher orally.

Instrument

In collecting the data, the instrument was used to compare the significance difference between the two classes which were experiment and control classes from the first meeting until the last meeting. In this research, the researcher used test as an instrument to collect the data such as pre-test and post-test. The form of those tests was oral test. It used 2 assessors such as the researcher and the English teacher in assessing students' speaking ability. In addition, students' answer was recorded to help the researcher to analyze the data.

Data Analysis

The researcher used descriptive statistic to answer the research question 1 while inferential statistic to answer the research question 2 and to test the hypothesis.

RESULT AND FINDINGS

Pre-Test Result of Experiment Class and Control Class

The test was administrated in the first meeting. The form of the test was an oral test. It consisted of 6 questions (See Appendix 1). The researcher gave the students 1-2 minutes to speak individually and gave their ideas about the topic orally.

Based on the result of the pre-test, there was none of students in experimental class who achieved "6th" rate as the highest rate of the test. Meanwhile, there was only 4.55% student who achieved "5th" rate and 18.18% students got "4th" rate in experimental class. Most students in the experimental class achieved "3rd" rate in their speaking ability which consisted of 40.91% students. While 22.73% students got "2nd" rate in their score. Lastly, the rest of 13.64% students left were those who achieved the lowest score of the rating. The result of pre-test from the experiment class is offered in the following chart below!

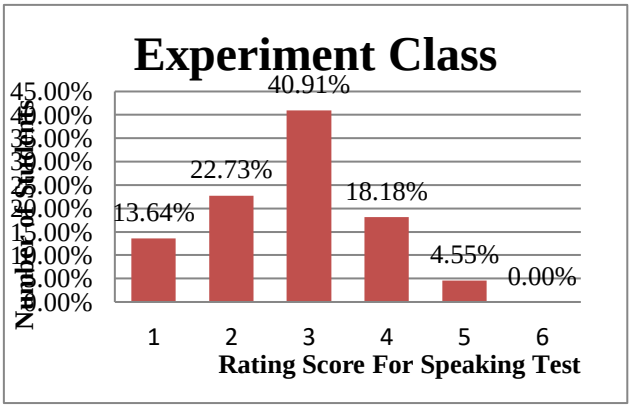

Figure 1. The pre-test' result of Experimental Class

On the contrary with the result of pre-test from the experimental class, in control class not only there was none of the students who got "6th" rate but also "5th" rate for their speaking test. Meanwhile, 9.09% students got "4th" rate in their test. Next, 31.82% students got "3rd" rate while the highest amount of the students which were 45.45% students only got "2nd" rate in the test. Finally, the number of students left was those who achieved "1st" rate category. The result of pre-test of control class visibly shown in the chart below!

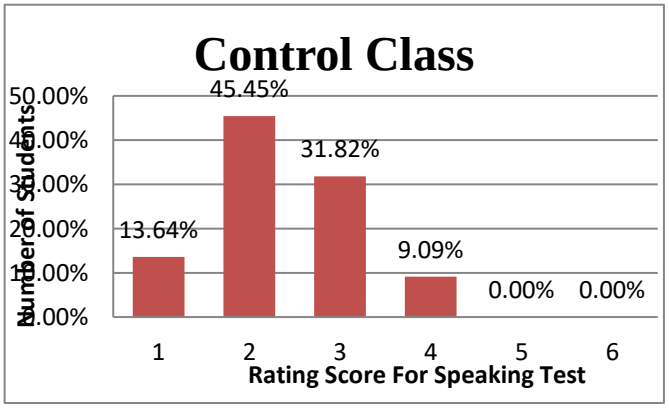

Figure 2. The pre-test' result of Control Class

As the data of pre-test was collected, the next step was analyzing the value of mean score, variant of the variable, deviation standard and deviation of error standard of the data on the pre-test on both experimental class and control class. As a result, the value of mean score was 46.23, the value of deviation standard was 17.79, the value of error standard was 3.79 and the value of variant of variable was 316.37. Next, on the control class the result showed that the value of mean score was 39.32, the value of deviation standard was 14.18 and the value of error standard was 3.02 and finally the value of variant of the variable was 201.18.

The results above finally directed the researcher to analyze the value of error standard of variable x (Experiment class) and variable y (Control class) and the value of F-test. Thus, the researcher got the value of error standard of variable x (experiment class) and y (control class) is 4.85, whereas the value of F-test was 1.6.

Post-Test Result of Experiment Class and Control Class

From the post-test result of experiment class, there was a quite significant improvement of the students in their achievement of post-test in comparison with their score on pre-test before. The chart below showed that there were 9.09% students can achieve the highest rate of the test. In contrast with the result of their pre-test, there were no students in this class who could achieve it. On the other hand, there were 22.73% students who succeeded in achieving "5th" rate. This point had proven that there was lightly significant improvement in this category compared with their previous pre-test result that showed only 4.55% student who could get this rate. The same thing occurred in "4th" rate where the amounts of the students who achieve this category were 40.91% students. Finally, the number of students left was 27.27% students who got into the "3rd" as the lowest rate on their speaking ability after the implementation of plus, minus and interesting strategy.

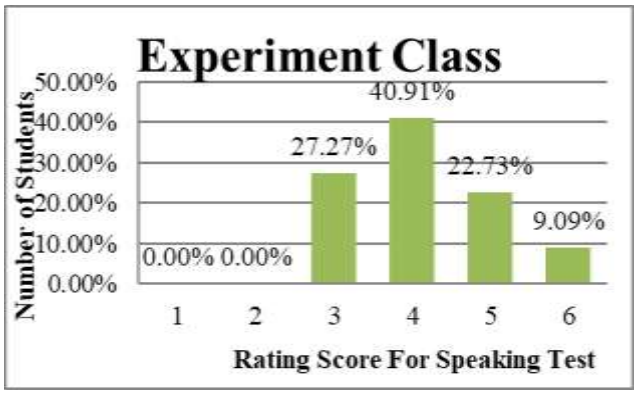

Figure 3. *Experiment class post test result*

Even though the achievement of the students in control class on their post-test was not as high as in experimental class but there is an improvement towards their speaking ability. One of the causes was because the topics in the post test were the topics that they already familiar with because it has been taught in the previous meetings. The topics and the questions were given the same for both classes. Similar with the result of the pre-test in control class, there was none of the students got "6th" or "5th" rate in their speaking test. The improvement shown in "4th" rate which consisted of 27.27% students differs with the previous result was only 9.09% students. Next, most of the students got "3rd" rates for their score in the post-test were 50% students. Lastly, the rest of 5 students got "2nd" rate in their speaking test.

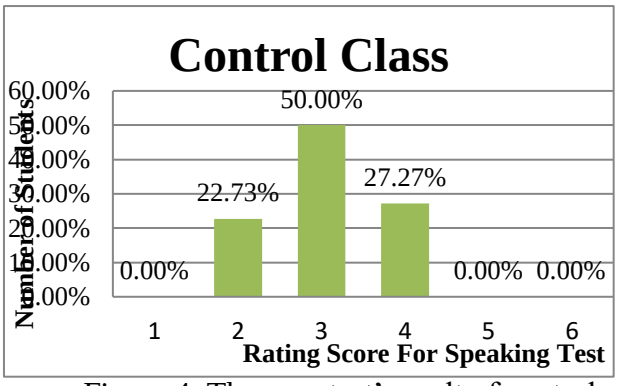

Figure 4. The post-test' result of control class

The result got by the researcher after analyzing the data of experimental class' as followed: First, the value of mean score was 69, the value of deviation standard was 15.59, and the value of error standard was 3.32. Besides on the control class the result showed the value of mean score was 50.77, the value of deviation standard was 12.28 and the value error standard was 2.62. The results also directed the researcher to analyze the value of error standard of variable x (Experiment class) and variable y (Control class) and the value of T-test. The final result is; the value of error standard of variable x (experiment) and variable y (control) was 4.23 and the value of T-test was 4.31.

The Analysis of Data Normality and Homogeneity

Data Normality

It was used Kolmogorov-Smirnov normality test. The data showed normal if the value of sig (significance) > 0.05 and the data not normal if the value of sig (significance) < 0.05. Based on the table above that used SPSS 16 software for data analysis showed that the value of Sig (2-tailed) = 0.936 > 0.05. Therefore it could be said that the data was normal.

Data Homogeneity

The result is first, freedom's degree of experimental class is 22-1 = 21, and second, freedom's degree of control class is 22-1 = 21. The value of F-test is 1.60 and the value of F-table is 2.08.

In order to know whether the data is homogeneity or not, the following condition need to be considered; *"the data is considered homogeny if the value of F-test is < the value of F-table. On the other hand, if the value of F-test is > the value of F-table the data is considered different or not homogeny".* Thus, it can be seen on the table above that the variance between both experimental class and control class is not different (Homogeny). In other words, the data is assumed as the equal variance.

The Analysis of Hypothesis

The researcher's hypothesis is formulated as follow; *"The students who are taught by using PMI (Plus, Minus and Interesting) strategy will significantly have better achievement in their speaking ability rather than those who are taught by Question and Answer strategy".*

To analyze the hypothesis the researcher compared the result of f-test to analyze the value of t-table with significant level of 0.05 (5%). Furthermore, the researcher also compared the mean score of both experimental and control class on their post-test result. The result is presented as follow; T-test was 4.31, significance (p-level) was 0.05, while the mean score of experiment class was 69 while control class was 50.77.Therefore, the mean score of the experimental class is higher than the mean score of control class. The researcher should compare the result of t-test with the value of t-table. The following statement is a requirement of getting result of the hypothesis testing, whether the hypothesis is accepted or rejected *"The researcher's hypothesis is acceptable if the t-test is >the value of t-table"*.

To found out the freedom's degree (Df), the formula applied is$(N_x + N_y) - 2$. Therefore, the Df value is (22+22)-2 is 42. Furthermore the value of t-table with significance 0.05 (5%) is 2,01. It can be seen that t-test value (4,31) > the value of t-table (2,01). As the result, it can be concluded that the null hypothesis is rejected and the researcher's hypothesis is accepted. Meaning that the students who are taught by using PMI (Plus, Minus and Interesting) strategy will

significantly have better achievement in their speaking ability rather than those who taught by Question and Answer strategy.

DISCUSSION

The Progress of Students' Speaking Ability after the Study

Based on the pre-test result; the mean score of experimental class was 46.23 compared with the result of the control class was 39.32. It indicated that the level of speaking ability of the students at second grade of SMP-IT As-Salam Ambon was low. There was some problems caused students' speaking ability. First, when the students practice their speaking ability most of them were not fluently. It was because the lack of opportunity to practice speak English whether inside or outside the classroom. According to Lazaraton (2001) as mentioned in Romero (2006) said that fluency become a crucial part for students that should be mastered in order to improve their speaking ability. On the contrary, mostly the activities in the classroom just about finished students' worksheet (LKS), but sometimes they did question and answer activities during the learning. Therefore, the researcher deduces one of the strategies in teaching speaking which was PMI (Plus, Minus and Interesting) strategy. This strategy could open the opportunity for students to practice speaking because most of the tasks were done by speaking.

On the other hand, inhibition also became one of the problems in speaking. According to Tuan and Mai (2015) one way to overcome students' speaking problem was gave feedback during speaking activities. If the teacher could gave the positive feedback for students and reminded them if it was okay of making mistakes as long as your message could understood by the others, the researcher believed if the tendency of students who would like to speak would be increased and increased self-confident.

Meanwhile, another speaking problem wasstudents answered in single point of view. According to Nunan (2003) as mentioned in Kayi (2006), *"Teaching speaking should organize students' thoughts in a meaningful and logical sequence"*. In contrast, teaching and learning process that happened could not develop students to think deeply before delivering their ideas and could not organize the ideas well. It was proved by their pre-test result that most of them speak in single point of view. Hence, by applying PMI strategy, the students had chances to look the ideas from the plus (positive), minus (negative) and interesting ideas of the topic. The result after implementing PMI (Plus, Minus and Interesting) strategy during 8 meetings presented that based on the post-test result, the value of the mean score of experiment class is 69. In contrast, the mean score of control class is about 50.77. There are some factors that affecting the successfulness of the experiment class result. For example; in experiment class the students had more time to practice speaking, group work, became independent and dependent learners at the same time and they were feel ease to speak. It is proved by the enthusiasm that showed during teaching process and the way they were felt encouraged speaking up in the experimental class. On the contrary, in the control class the teacher dominant the classroom management, no group work, no discussion on students' answer and mostly emphasized on one way teaching like teacher ask and students answer. Besides that, question and answer strategy could not develop students' to think in different point of views.

The Importance of Applying PMI Strategy In The Classroom

By applying PMI strategy, students are able to develop their thinking ability and easy to find solution of the problem (Streeter, 2004 as quoted in Mirawati and Amri, 2013). During the research, the students in experiment class were attracted, enjoyed and comfortable in learning because first they experience learn with new strategy that encourage them to be an independent and dependent learners at the same time. Independent because they had to find out any material regarding the topic by thinking the

plus, minus and interesting point of the topic before discussed it into pair or group work (dependent). Besides that, PMI strategy could open the opportunity for the students to speak, to elaborate their ideas and increase self-confidence in speaking because they are free to express their ideas. In addition, Mirawati and Amri (2013) stated that by learnt through PMI, students were expected to look at a topic from all sides by thinking the plus, minus and interesting point of a topic. Therefore, the researcher suggested that PMI strategy could be applied as a strategy in teaching speaking.

CONCLUSION

PMI is a strategy that can encourage students to speak because in PMI the students could speak not only in single point of view but also in different point of view. PMI can help the students to think broadly about a topic or issue, effectively in decision-making, formulate the ideas, and become independent and dependent learners at the same time.

During the learning activitiesthe students were enjoyed, comfortable and enthusiast. Based on the pre-test test result, it was showed that experimental class had better score in speaking than control class even though not significantly high. On the other hand, based on the post-test result it was clearly showed that after the treatment in experimental class who were taught by PMI strategy, the students were able to improve their speaking ability showed by their post-test result compared with the control class who are taught by Question and Answer strategy. The result was not low at all. It was showed by the difference of their Pre and Post-test result, the students of experimental class was significantly improved their speaking ability.

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CHARACTERISTIC OF ACADEMIC TEXTS FROM SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVES

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Abstract
Systemic Functional linguistics views language as a sign system that can be used to trace the scientific characteristc of academic texts. This study aimed at desrcribing academic texts covering four technical terms, namely: (1) simple, (2)dense, 3) objective, and (4) straightforward. Data analysis was done through three stages: (a) data reduction, (b) data dispkay, (c) verification/conclusion. Based on the results of data, it was analysis found 129 sentences consisted of 53 sentences simplex with a percentage of 41, 09%, 37 complex sentences with a percentage of 28.68% and single Sentence (not simplex): 39 sentences with a percentage of 30.23%. Thus it can be concluded that the results of this research indicate scientific characteristics of academic texts when viewed from systemic functional linguistics, namely: (1) simple sentence structure, (2) dense information, (3) objective definition and identification, and (4) straightforward presentation. Based on the result of the research, it is suggested to (1) do further research by studying academic texts viewed from other aspects, for example language aspect and using systemic linguistic functional approach as scalpel with different research object, (2) writing academic text paying attention to scientific characteristic of text quality.

Keywords: Systemic Functional Linguistics, Academic Text, Simple, Solid Information, Objective, and Simple

INTRODUCTION

Research on text based language teaching has become an important topic in the language education themes recently. This is due to text based teaching and learning provides different lenses for teachers and students such as textbooks, book reviews, research proposals, research reports, and scientific articles (Haeri, 2016). The study of text based language teaching has been conducted in many parts of the world. These researchers argue that it is important to conduct further studies on text based language teaching in different contexts.

A study on language teaching and learning in Indonesian contexts is conducted in many areas such as vocabulary learning and technology (Abduh & Rosmaladewi, 2017), intercultural competence in language learning (Abduh & Rosmaladewi, 2018), factors influencing language learning and bilingualism (Abduh, 2018), commitment and awareness in language learning and internationalization (Abduh, Rosmaladewi, & Basri, 2018), collaborative language learning and teaching (Rosmaladewi & Abduh, 2017), portraits of language learning and identity (Amirullah, Andrew, & Eckersley, 2015), investment and language learning (Abduh & Andrew, 2017). From these studies above, none of them have explored the characteristics of academic texts from the views of systemic functional linguistics.

As a consequence, there is limited information on the characteristics of academic texts from the views of systemic functional linguistics. Therefore, this study fills this knowledge gap by exploring the characteristics of academic texts using systemic functional linguistics perspectives. This study provides significant information for language teachers on the key characteristics of texts that are beneficial for language teachers and scholars.

LITERATURE REVIEW

Concept of academic texts

Academic texts or scientific papers can be manifested in various types, such as books, book reviews, research proposals, research reports, and scientific articles. The characteristics of academic texts are simple, concise, objective, and logical. The four characteristics of the text, linguistically, are able to reveal to the reader the level of scholarly an academic text. Therefore, M.A.K. Halliday (2005) offers a language approach that is able to reveal the scholarly text to the reader by analyzing the text through the type and function of the sentence and seen from the lexico-grammar point of view.

Lexicographer reveals and dismantles all four scholarly traits as follows. First, the simplicity of sentence structure can be expressed through the use of simplex phrases, nominalization, and the utilization of lexical words. Second, dense information can be expressed through simplex sentences, nominalization, and optimizing the utilization of lexical words. Third, objectives can be expressed by means of using identifiable relational processes and attributive relational processes as well as the use of passive sentences. Fourth, the assignment can also be expressed by using identification relational process and relational process of meaning, and the utilization of passive sentence. In detail, the following essence of each part of scholarly characteristics of academic texts:

Simple Academic Text in Sentence Structure

The simplicity of academic text is evident from the sentence structure of a simple sentence.

structure through the use of simplex sentences. The difference between a simplex sentence and a complex sentence is not measured from its short length, but from the number of actions or events it contains. Simplex sentences are sentences containing only one action or event, whereas complex sentences are sentences that contain more than situations or events and can be expressed by a practical relationship or hypotactic.

Simplex sentences consist of subject, predicate, complement, and description. The simplicity of the sentence structure in the simplex sentence supports the scholarly nature of academic texts. This is evidenced by the use of more simplex sentences than complex sentences indicating the logic of simplicity. This sometimes makes sentences long, impressed not simple, and a lot of (compact) information. Information density is generally found in noun group used to expand the subject and complementary elements. Thus, simplicity in simplex structures is not necessarily simplicity in the structure of noun groups. Often the subject and the complement of a sentence are very long, even though the two elements are only a noun group. If so the complexity does not lie in the structure of the sentence, but in the structure of the noun group used to express the subject and the complement of that sentence.

However, the fact means that complex sentences are not used in academic texts. In such texts, certain types of complex sentence are still employed. It turns out that the type of complex sentence preferred is a complex sentence dealing with hypotactically (with conjunctions as if, for, and when), not complex sentence related practically (with conjunctions like, then, and then). Semantically logic, such a complex hypotactic sentence shows logical value in terms of 'conditional' (for conjunction 'if'), cause and effect (for conjunctions 'because'), and or sequence of events (for conjunctions

'when'). On the other hand, paratactic complex sentences-as seen conjunctions used, serve as extensions of information commonly found in oral nonacademic styles.

Academic Texts Utilizing Nominalization

On the nominalization side, information density occurs at the lexical level. Nominalization is an attempt to distinguish from, for example, process (verb), condition (adjective), circumcision (adverb), and logic (conjunction). The evidence that nominalization affects information density can be shown by the following illustration. The word 'communication' or 'interaction' in the language text (Martin, 2002) is actually compacting of "a series of processes about a first person's activity is talking to another person (second person), and the second is listening while responding, previously acting as a speaker then acted as a second listener ". If the process is expressed in a sentence it will take a number of sentences, but a number of sentences can be expressed with just one word, 'communication' or 'interaction'.

The density of information through such nominalization is often a disclosure incongruent lexical also involving grammatical metaphors. Besides, nominalization is also relevant to the naming of objects substance through the use of technical terms. It was found that the realization of lexis in academic texts exemplified nominalization is used to compress information. In changing into noun, nominalization is pursued by altering non-noun lexis (i.e. verbs, adjectives, adverbs, conjunctions) into lexical nouns. Nominalization of academic texts is intended to express knowledge more concisely and densely (Martin, 2002). Therefore, nominalization is a very important feature of academic texts.

1. Dense academic texts in lexical level

Academic texts contain more lexical or lexis (nouns, verbs-predicators, adjectives, and certain adverbs) than the structural word (conjunctions, articles, prepositions, etc.). Halliday (2005) states that the more scientific a text, the greater the content of lexical words.

2. Academic texts much utilizing relational process and attributive relational process

There are two types of relational process, namely identifiable relational processes and attributive relational process. An identifiable relational process is a good tool for defining something, while the attributive relational process is a good tool for creating descriptions by displaying the nature, characteristics, or condition of the object described.

The importance of an identifiable relational process is to define an academic text in which this definition made into technical terms. However, not all technical terms contained in academic texts are defined or identified, especially technical terms that are uncommon. Actually, through an identifiable relational process, such a definition can be made well. Moreover, through the identifiable relational process, the definition also serves to transfer general knowledge into more specialized knowledge (Martin 2002, p. 202). The fact that few 0technical terms are defined in academic texts makes them ideational tends to be difficult to digest.

3. Academic text utilizing passive forms

The characteristic that academic texts utilize passive forms has long been discussed. The use of passive forms in academic texts is intended to eliminate human (doer), so the element of sentence that acts as subject is the matter discussed in the text. Assuming the doer is unimportant, non-doer subject or the prime matter is considered more important, and then themed. The selection of such theme is necessary, since academic texts do not address the actors or scientists, but address the primary matter presented in it. The matter is placed as the theme in the existing sentences, and the use of passive forms is intended as a mapping strategy of the theme (Martin, 2002, p. 194).

In the context of this type of process, the doer eliminated is an actor performing

physical or nonphysical action, particularly in material, mental, verbal, and behavioral process, not on relational or existential process, although it is possible. Doer can be actor (for material process), sensing (for mental process), speaker (for verbal process), and behavior (for behavioral process).

Key Concepts of Systemic Functional Linguistics

The concept of systemic functional linguistics was first introduced by M.A.K. Halliday (2005). In the view of systemic functional linguistics, language has two main aspects, systemic and functional. Santosa (2011) suggests that systematically language has a system that hierarchically works simultaneously and systemically from lower systems, phonology/graphology, to higher systems, lexicogrammar, semantics, discourse, and text structure. Each level cannot be separated because each level is an organism that has an interrelated role in realizing the holistic meaning of a discourse. Then Santosa (2011, p.1) adds that functionally, language is used to express a goal or function of social processes within a context of a situation and cultural context. Each level of language has its own function to realize the social objectives.

The cultural context is a system of values and norms that represent a belief within a culture. This value system includes things that are deemed right and wrong, good and bad, including the ideology that governs the prevailing social order in a culture. Meanwhile, norm is the realization of a value system that regulates social processes, i.e. something that should and should not be done by members of society in social life.

Furthermore, Santosa (2011, p. 2) states that the situation context is a direct environment that exists in the use of language. Thus, Martin (2002) that situation context consists of three aspects: field, tenor, mode working simultaneously to form a configuration of meaning. This configuration will determine the expression (form) and the meaning of language (registers) used to realize the social process.

Halliday (2005) states that there are three metafunctions of language, both oral and written with respect to their use, namely ideational meaning (consisting of experimental and logical), interpersonal meaning, and textual meaning. Santosa (2011, p.4) explains that ideational meanings include two things: experiential and logical. In experiential metafunction expresses the meaning of the reality of experience. Meanwhile, logical metafunction realize the logical meaning or reality that connects these experiences. Then, interpersonal metafunction expresses the meaning constructed from interpersonal relationships within a language used. Santosa gives addition that interpersonal meaning consists of interactional meaning (personal interaction) and transactional meaning. Finally, the textual meaning realizes both the ideational and interpersonal metafunction into symbols of language called textual expression. Thus, within the systemic functional linguistics, these three metafunctions have close relationship in a language that is performing its function.

Brief History of Indonesian Language

Historically, The Indonesian language was officially declared as the national language in October 28, 2018. It was the Youth Pledge day containing three important principles: national identity and language, national pride, and unifying various ethnic groups across Indonesian archipelago.

Officially, according to La*w* No. 24 Article 25 (2009), the Indonesian language *(Bahasa Indonesia)*, is the national language that is used for educational purposes, communicational purposes, cultural development, national transaction and trade, and a medium of instruction for science, arts, mass media.

In the diversity of ethnic and religious beliefs, the existence of the Indonesian language is grateful as the grace of God Almighty by every citizen by actualizing themselves in the Indonesian language communication both spoken and written. The position of Indonesian as the language of the

country brings the consequence that the Indonesian language, which is the intellectual life of the nation. Text-based Indonesian learning is implemented by applying the principle that (1) language should be regarded as text, not merely a collection of words or linguistic rules; (2) the use of language is the process of restoring linguistic forms to express meaning; 3) language is functional, i.e. the use of language can never be removed from the context because the form of language used reflects ideas, values, and ideology, its users, and (4) language is a means of forming human thinking, and such way of thinking is realized through text structure (Ministry of Education and Culture, 2013).

In accordance with the principles of Indonesian language learning that has been mentioned, as a human being in the academic community cannot be separated from academic texts. Lecturers and students as academic community must be able to create academic texts. The differences in academic and non-academic texts need to be adequately explained by identifying the existing characteristics. The opinions about academic texts developed so far are such as simple, solid, objective, and logical. However, so far there has been no empirical evidence proposed to provide a linguistically adequate explanation of the simple, concise, objective, and logical. As a result, these characteristics are usually only understood instinctively without being based on specific data or theory. An academic person must be able to explain it academically. On the basis of this fact, serious search is needed in order to uncover an approach that can explain the problems related to the scholarly content of an academic text embodied in the text. This article presents the results of the research on the degree of scholarly thesis as an academic text by using Functional Systemic Linguistics approach. Through this research, the disclosure of scholarly content of students' thesis as an academic community provides an evaluation for improvement in writing thesis in the next period, especially for students who will complete the study; these findings can be used as a comparison material. For lecturers or examiners, these findings can be considered in improving the quality of thesis in particular and academic texts in general both in the scope of postgraduate and in the scope of academic community of Universitas Negeri Makassar.

RESEARCH METHOD

Research Approach

Based on the objectives of this study, the qualitative approach was used because of the following reasons.

a. This research data in the form of words and sentences in the language used in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar. The language use is in academic text that embodies the elements of words and sentences. The researchers did not treat the occurrence of data.
b. The Researchers were key instruments in data collection and data analysis. The researchers played a role in selecting, assessing, and determining research data. In this activity, researchers used a number of instruments to the data collection and data analysis. This research analyzed data inductively. Forms of words, sentences, meanings, and context were the primary concern in data analysis.

Theoretical orientation of this research is systemic functional linguistic analysis. The data analysis used was data analysis phase based on thematic analysis. The use of this model was relevant to the objectives of this research. These data were in the form of words and sentences in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar as one form of language usage in academic texts. Scientific analysis of academic texts in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar with systemic functional linguistics approach information, objective

aimed to reveal simple form of sentence structure, information density, objectivity, the straightforward academic texts (thesis), included the use of language in academic texts which is not in accordance with the scientific element.

The main objective is that the results of this analysis can contribute to the academic community about the scientific characteristics of academic texts (thesis) in the form of simplicity of sentence structure, information density, objectification, and straightforward sentence. Therefore, this research reveals the four scientific characteristics of academic texts (thesis) seen from the simplicity of sentence structure, information density, objectification, and straightforward sentence.

Data and Research Data Sources

This research data were in the form of words and sentences of the 2016 students' academic text of (thesis) Indonesian Department Study Program of Graduate Program, Universitas Negeri Makassar. The data were in the form of verbal forming words and sentences.

The students 's thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar is one of the academic texts that become the source of research data. The selection of this data source is based on the reason that the students' thesis of of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar becomes one of the scientific work which is very well known by the academic people.

The amount of data and data sources of this study are presented in the following table

Table 1. Data Sources & components

Source of data	Data components			
Master thesis of Indonesian study program, UNM	Simplicity of sentence	Information density	Objectification	Straightforward

Techniques of Collecting Data

The data were collected by using documentation study technique on the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016. Data collection was done until saturation point and the indicators of the research problems can be answered completely.

Data collection on this thesis was done with the following stages:

a. Determining the source of data in the form of students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016.
b. Determining academic text with criteria:
   - Containing the scientific characteristics of academic text.
   - Containing reviews on the scientific characteristics/elements of the academic texts used by the society.
   - Introducing the mind that represents the solution for better life for public.
c. Documenting all parts of the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016 becoming the source of research data.
d. Checking the adequacy of data and collecting the data when the collected data were not sufficient.
e. Improving data documentation with scalable data collection result.

Research Instruments

Instruments used in this study include (a) selection guide of the academic texts (thesis), (b) analysis guidance for the scientific academic texts: sentence structure simplicity, density of information, objectivity, and straightforward. Data collection contain the criteria of scientific academic texts, the simplicity of the sentence structure, the density of information, the objectivity, and straightforward of the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016. Thus, it can be clearly distinguished between one research problems with another research problem.

Data Analysis

Data analysis was performed during or after the data collection process. Data analysis was done through thematic data analysis approach (Denzin & Lincoln, 2009). Broadly speaking, the theory of analysis consists of three stages, namely the data reduction phase, the data display phase, and verification phase.

The data analysis activity began with data reduction. In this phase, the researcher identified the data, selected the data, and classified the data according to the research focus, i.e. (1) the characteristic of the academic text seen from the simplicity of sentence structure that can be expressed through the use of (a) simplex sentences, (b) nominalization, and (c) the utilization of the lexical word, (2) the characteristic of the academic text seen from the density of information which can be expressed through (a) the simplex sentence, (b) the nominalization, and (c) the utilization of the lexical word (3) characteristic academic text seen from objectivity that can be expressed through (a) identifiable relational processes and attributive relational processes; and (b) the use of passive sentence; (4) the characteristic of academic texts seen from straightforward can be expressed through (a) identifiable relational processes and attributive relational processes , and (b) the use of passive sentences.

The next activity was the data display. In this phase, the researcher performed data management, data encoding, and data analysis by interpreting the data according to the research focus, namely (1) the characteristic of the academic text seen from the simplicity of sentence structure that can be expressed through the utilization (a) simplex sentence (b) nominalization, and (c) the utilization of the lexical word, the characteristics of academic texts are seen from objectivity which can be expressed through (a) identifiable relational processes and attributive relational processes; and (b) the use of passive sentence; (4) the characteristic of academic texts seen from straightforward can be expressed through (a) identifiable relational processes and processes relational attributiveness, and (b) the use of passive sentences.

After the phase of data display, the next was verification. In this phase, the researcher concluded the data on the three focuses of research by following up the findings at the display data phase as a result of the findings in this research. In this phase, the researcher processed explanation of the interpretation and determination of meaning in the display of data.

Definition of Operational Definition

a. Scientific is the linguistic phenomenon that becomes a marker in academic texts in the form of a simple sentence structure, dense information, objective, and straightforward.
b. Academic text is a scientific work/paper that has simple characteristic in terms of sentence structure, dense information in terms of utilization of nominalization and lexical words, objective in terms of defining and identifying and using passive sentences, and straightforward in terms of defining technical terms that have the function to transfer general knowledge into specific knowledge.
c. Systemic Functional linguistics is a linguistic approach that analyzes a text according to the type and function of the

sentence seen from the lexico-grammatical point of view.

RESULT AND DISCUSSION

Simplifying Sentence Structure

The simplicity of academic texts is evident from simple sentence structures through the use of simplex phrases. The simplicity of the structure in the simplex phrase supports the characteristic of the scientific texts. In simplex sentences, compressed information can be an embedded sentence denoted by "[[...]]" or an adverb group characterized by "[...]", as presented in the Table. 2 below.

Table 2. Simplifying Sentence Stucture

No	Sentence	Kind of Sentence	Structure
1.	The literature review presented in this research is intended to provide clues that a study is theoretically correct and as a literature to support this research. Page 9	Paratactic Complex Sentences	S […] + P + O + Ket + Konj + P + O
2.	An interesting view is that writing is the activity of expressing ideas through the language medium.	Hypotactic complex sentences	S […] + P + O + Konj + S + P + Pel
3.	Writing is one of four basic language skills (listening, speaking, reading, and writing).	Simplex Sentence	S + P + Pel […]
4.	Writing skill is a language skill which is usually most recently mastered by someone.	Simple sentence	S + P + ket

Remark

Number of sentences	: 129 sentences
Simplex sentence	: 53 sentences
Percentage	53 / 129x100 = 41.09%
Complex sentences	: 37 sentences (Hypotactic: 19) and (Paratactic: 18)
Percentage	37 / 129x100 = 28.68%
Single Sentence (not simplex)	: 39 sentences
Percentage	39 / 129x100 = 30.23%

Based on table 1, it can be concluded that the literature review text in the thesis that has been analyzed 129 sentences. Simplex sentences are dominant sentences in making dense information on the text. The numbers of simplex sentences contained in the text were 53 with percentage of 41.09%. Yet, single sentences (not simplex) were 39 sentences with a percentage of 30.23. While complex sentences were as 37 sentences with a percentage of 28.68% consisting of complex hypotactic and paratactic sentences. The numbers of complex hypotactic sentences were 19 sentences and paratactic complex sentences were 18 sentences.

Thus, the fact of using more simplex sentences rather than complex sentences ideatively shows the logic of simplicity

Information Density

This is related to nominalization and utilization of grammatical metaphors in academic texts as an information density effort.

The density of information in academic texts can be explained from two sides. First, information is compressed through simplex sentences. Second, information is compressed through nominalization. On the nominalization side, information density occurs at the lexic level. Nominalization is the finishing effort of, for example, process (verb), condition (adjective), circumcision (adverb), and logic (conjunction). The evidence of nominalization impact in information density can be demonstrated by the following example

.

Table 3.Norminalization dan Utilization of Grammatical Metaphor

No	NOMINALIZATION			GRAMMATICAL METAPHOR	
	Adjective	**Verb**	**Noun**	**Congruent**	**Incongruent**
1.	Accurate	Investigate To be investigated To be discussed Discuss	Research Discussion	➢ The researcher investigates the student's ability. ➢ The students are less accurate in writing ➢ The Students' ability is studied. ➢ Relevant theories are discussed in the research. ➢ The researchers discuss the relevant theories	The things described in connection with the theories relevant to the research and discussion conducted are: 1) writing, 2) interview text 3) narrative text, 4)
2.	**Adjective**	**Verb**	**Noun**	**Kongruen**	**Inkongruen**
	Skillful	To Make Skillful	Skill	➢ The Students are less skillful in writing. ➢ Writing activity makes skillful the language skills. ➢ Writing is a language skill.	Writing is one of four basic language skills
3.	**Adjective**	**Verb**	**Noun**	**Kongruen**	**Inkongruen**
	Expression	Expression Express Writing Written	Express Writing	➢ Ideas are written through symbols. ➢ Ideas are expressed through symbols. ➢ The Students write the expression of ideas. ➢ The writer expresses the idea through symbols ➢ The students are writing. ➢ Ideas are written through symbols	Writing is considered not difficult if it is only meant as activity to express ideas through graphic symbols without paying attention to the internal and external element of writing such as readers.

Objectivity of Sentences

Many academic texts utilize identifiable relational process and attributive relational process to increase degree of objectivity and technical assignment of academic text

There are two types of relational processes, namely identification relational process and attributive relational process. An identifiable relational process is a good tool for defining something, while attributive relational is a good tool for creating descriptions by displaying the properties, characteristics, or state of the object described.

Table 4. Objectivity of Sentence

Writing is an activity that someone does to produce writing. Page 10		
Writing	**Is**	Activities that someone does to produce writing.
Subject (S)	Finit/(P)	Complement
Token	**Process: RelasionalIdentifikatif**	Score
Writing is a whole series of one's activities in order to express ideas and convey them through written language to others. Page 10		
Writing	**Is**	a whole series of one's activities in order to express ideas and convey them through written language to others
Subject (S)	Finit/(P)	Complement
Article	**Proses: Relasional Atributif**	Article

The sentence in table 3 shows that object positioned as persons as article is described in terms of characteristics, properties, and circumstances. In this way, the described object becomes more clear and straightforward or looks like it is. This also means that something described is something shown objectively. The clarity not only aimed at the class or group of objects that are the object of the conversation but also on the scope of the knowledge area reached. Herein lies the explanation that the academic text is objective and straightforward. The selection of attributive relational process can increase the degree of objectivity and academic text.

Straightforward and Logical Sentences

An academic text utilizes passive form to emphasize the subject issues, not the doers; and consequently, the academic texts be subjective

The characteristic that academic texts take advantage of passive forms has long been discussed (Martin 2002); but this fact should not be understood as the reverse that academic texts do not take advantage of the active form.

The use of passive form in academic texts is intended to eliminate human as the doer so that the elements of the sentence that act as subjects are subjected to the subject discussed in the text. Assuming the doer is

unimportant, the subject non-doer is more important.

Table 5. Straightforward and Logical Sentences

NO	Passive Sentences in Academic Texts	Passive Form	Active Form
1.	The literature review **presented** in this study is intended to provide clues that a study is theoretically correct and as a literature to support it. Page 9	Presented	Present
2.	The things **described**in connection with the relevant theories to the research and discussion are: 1) writing, 2) interview texts3) narrative essay, 4) Cooperative Integrated Reading and Composition model, and 5) conventional model. Page 9	Described	Describe
3.	Writing is **said** not difficult if it is only meant as the activity of expressing ideas through graphic symbols without regard to the internal and the external elements of writing such as readers. Page 9	Said	Say
4.	An interesting view is that writing is an activity of expressing ideas through the language medium.	Conveyed	Convey
5.	Writing is also defined as the activity of producing messages in social dimensions and for a particular purpose. Page 10	Defined	Define

In Table 5 Actually the doer can be identified from the each predicate when the sentences are made in active sentences proved that the academic texts exemplified show the scientific characteristics through the passive form discussed above.

CONCLUSION

Based on the results of the analysis on the literature review (thesis), it is concluded that the structure of the micro genre text in the literature review used the micro review genre. Platform theory serves to present theoretical commentary by formulating the synthesis theory that will be used as the basis for solving the problems studied. On the other hand, the literature review serves to present a review of previous studies, which are then compared with the research to be conducted. Judging from the formulation of the language used, based on the analysis on the literature review there are scientific characteristics in academic texts, among others, as follows

Simplicity in Sentence Structure

The simplicity of academic texts is evident from simple sentence structures through the use of simplex sentences. Based on the analysis, there are 129 sentences consisted of 53 simplex sentences with percentage 41, 09%. 37 complex sentences with percentage 28,68% and single sentence (not simplex): 39 sentences with percentage 30,23%. Thus, the fact of using more complex sentences than complex sentences ideatively shows the logic of simplicity.

Dense Information

The information density of academic texts was compressed through

nominalisation and utilization of grammatical metaphors through congruent and incongruent expressions. In the nominalization side, information density occurs at the lexical level. Nominalization is the effort to be noun, for example, process (verb), condition (adjective), circumcision (adverb), and logic (conjunction).

Objective

In the analysis results in the literature review of academic text, many used identifiable relational process and attributive relational process to improve the degree of objectivity. An identifiable relational process is a good tool for defining something, while attributive relational is a good tool for creating descriptions by displaying the properties, characteristics, or state of the object described.

Logical & Straightforward

Based on the analysis results of literature review of academic texts, many utilize passive forms to emphasize the main matter is not the doer so that academic texts become subjective. The use of passive forms in academic texts is intended to eliminate human actors so that the elements of sentences that act as subjects are the main matter discussed in the text. Assuming the doer is unimportant, the subject a non-doer is more important.

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